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ABSTRACT

This is one of a series of reports based on an ongoing reality test of systemic evaluation for instructional decision making. This feasibility study is being carried out by the Center for the Study of Evaluation with the Laboratory in School and Community Relations at a suburban Los Angeles high school (called Site A). Viewing a school as a cultural/ecological system, systemic evaluation is a set of principles to guide local development of processes to gather, organize, and utilize information relevant to the needs and values of the system and its members. This paper describes the development and administration of the Site A Student Survey. It examines issues related to the development of school surveys and the integration of survey data into the information system. Survey data is being collected to obtain information about the characteristics, motivations, interests, and activities of school constituents to establish the social context and to assist in the diagnostic activities of school personnel. Future development of teacher, and possibly parent, surveys is planned as well as continued student data collection. Attachments include the Student High School Survey and student responses. (BS)

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The Use of Survey Data in Comprehensive Information Systems for Local School Improvement: Purposes, Practices, and Problems

Leigh Burstein and Kenneth A. Sirotnik

The purpose of this paper is to examine selected issues that arise in the use of survey data in comprehensive information systems designed to inform local school improvement efforts. To achieve this purpose, four questions are addressed, specifically:

1. What purpose can survey data serve in information systems designed for local school improvements?
2. What are the likely contents of the survey instruments designed to achieve the desired purposes?
3. What kinds of processes are necessary to develop surveys as elements of such systems?
4. What are the range of routine choices that occur in implementing surveys as recurring components of on-going systems?

These questions essentially deal with the why (question 1), what (question 2), and how (questions 3 and 4) aspects of developing surveys and integrating them into the information system.

To be of value in informing practice in the use of survey data in schools, it is necessary to address the above-mentioned questions within context. Obviously, the purposes, contents, and processes vary as a function of the conditions that lead one to consider the collection of survey data in the first place. The specific context that provides the impetus for this examination is an in-progress "reality test" of a school-focussed comprehensive information system being conducted in a suburban, California high school (to be called Site A throughout). This reality test has been underway since Fall 1983 and will continue through Fall 1985. The survey activity to date has been targeted predominantly on the collection of information from students

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with decisions about surveying other constituencies (in this context, teachers, parents, and the community at large) still unresolved.

The specific context described points to the particular emphasis of our examination. Uses of surveys in secondary school improvement efforts are highlighted. The issues are those that concern school-based rather than district-based decision-making. The focus will primarily be on information collected from students than from other sources. Our experiences to date in the reality test will be used to illustrate key issues. Although these emphases are constraining to a certain degree, the issues that will be addressed are sufficiently general to be applicable to the circumstances of many schools and districts which are either already engaged in or are contemplating the use of comprehensive information systems in their improvement efforts.

This paper is a companion document to three others that arise out of the same reality test. In "Contextual Influences in Developing a School-Based Comprehensive Information System," (Dorr-Bremme, 1984), a brief description of the school district and school in which this effort is being conducted is provided along with the social organizational context that impinges on the development and use of the information system. Issues that arise in the development of reporting formats for communicating the system information for decision-making at various levels within the school are considered in "Making Sense Out of Comprehensive School Based Systems: Exploring Analyses and Reporting Methods for School Staff," (Sirotnik, 1984), and issues surrounding the development of the necessary computer hardware and software for implementing school-based information systems are examined in "Reporting on Distributive Processing Issues in Education Information Systems," (Ender, 1984). The reader should refer to these

documents, particularly Dorr-Bremme, (1984) for specific details about the educational context in which the study is being conducted. Only in the degree that such information is pertinent to choices in use and implementation of survey data will they be provided in this paper.

In the next section, the purposes for collecting survey data to include in information systems for local school improvement are discussed. The contents of the student survey developed as part of the reality test are described in section 3. Other possible types of items that were not included, and why they weren't, are also indicated. The processes through which this survey was developed and pertinent issues in implementing and maintaining the survey are considered in sections 4 and 5, respectively. The paper concludes with projections about the issues and problems that are likely to arise in attempts to repeat and maintain the student survey and to develop surveys for other constituents to augment the existing system.

Because the project from which the ideas about survey data use in school-based information systems are taken is an on-going one, the reader should construe this paper as a progress report rather than a definitive statement of findings. We anticipate providing a more extensive consideration of the issues as the project proceeds to augment the information system through additional survey data collection and further implementation of the reporting system.

The Purposes of Survey Data in Secondary School Improvement Efforts

To begin to understand why survey data might be useful to include in an information sysyem for secondary school improvement, one must first delineate both the intent of the improvement effort and the role of the information system itself in such efforts. Judging by the

contents of the recent commission reports on the status of education, by federal, state and local initiatives to reform education, and by educational research on secondary schools, the concern that drives improvement is the perceived decline in student achievement at the secondary level, this decline is believed to result in a less qualified and prepared pool of applicants for post-secondary education or for smooth transition to positions in business and industry.

Factors most often cited as contributing to this perceived decline in student achievement in secondary schools are the quality of the curriculum and teaching and the erosion of the commitment by students, parents, and school personnel to high educational expectations and to work to achieve high levels of performance. The concerns about curriculum are usually expressed as beliefs that students take too few academic ("rigorous") courses; what they do take is variously described as too "narrow", "diffuse", and "low level" and lacks a central purpose. Questions about teaching typically point to inadequate training and expertise along with declining levels of "ability". Perceived indicators of poor commitment to educational achievement on the part of students, parents, and schools are the increases in student absenteeism (including full-day, part-day, and single-period absences as well as increased tardiness), in dropouts, and in discipline problems (vandalism, alcohol and drug use, disrespectful behavior, disruptive behavior, etc.).

Improvement efforts in secondary schools tend to be targeted on refocussing the school's curriculum on a coherent rigorous program that better prepares more students for post-secondary education or for

jobs. Most states are pushing this effort by increasing graduation or college admission requirements (in terms of courses in core academic subjects), taking a closer look at teacher quality (via recruitment, selection, and retention procedures), and instituting an expanded array of achievement-based indicators by which to judge the performance of students and of the school they attend (as measured by aggregated performance).

The external pressures for reform are clearly strong as are the incentives for improvement in many cases. Internal to the school these pressures get translated in a variety of ways. One way is for the school staff (administrators and teachers) to join together to determine what their school is about, the goals it wants to accomplish and the activities needed to accomplish these goals. Under the best of circumstances, this type of improvement effort is school-based (at the least, in regard to defining the activities for goal attainment), and school-wide (encompassing all relevant constituencies).

In the recent initiatives for school-based educational change, the potential value of timely information about the school's contexts, processes, and outcomes to be an integral component of the improvement effort has received increased attention (Bank & Williams, 1981, 1983; Burstein, 1983a, 1984; Cooley, 1983; Hathaway, 1984; Idstein and Athey, 1984; Sirotnik and Oakes, 1982; Sirotnik, Burstein, & Thomas, 1983). The advent of the technology explosion within schools has made the idea of accumulating a diverse set of data on students and programs within a computerized information system a viable and

potentially appealing notion. The possible contents of such systems, the ways in which the information system contributes to the improvement effort and actual examples of such systems in operation have been discussed in earlier reports from this project (Burstein 1983a, 1983b, 1984; Dorr-Bremme, 1984; Sirotnik, 1984; Sirotnik et al., 1983; Sirotnik and Oakes, 1982) and from the CSE project on instructional information systems guided by Bank and Williams (1981, 1983, 1984).

Of most direct pertinence to the concern for the use of survey data in such information systems are certain premises that underly the work of the Systemic Evaluation Project, namely:

- The judicious collection, analysis, and maintainense of both achievement and non-achievement data within a comprehensive information system can be a key ingredient for informed decision-making, action taking, and evaluation that meets the needs at the building level (Burstein & Sirotnik, 1984b).

- While achievement data can serve diverse functions in schools, they are merely one set of symptoms of the functioning of the shcool culture and are best understood within that context through knowledge of the motivations, interests, and activities of the school constituencies (Burstein & Sirotnik, 1984a).

The first premise points to the kinds of issues that information systems are intended to address. Elsewhere, we (Burstein & Sirotnik, 1984a, 1984b) have identified three broad categories:

(1) Examining the functioning and impact of existing school programs.

(2) Monitoring key school "health" indicators such as course-taking patterns, absenteeism, post-graduate activities, participation in extra-curricular activities, and sentiments, attitudes, and opinions relevant to school held by administrators, teachers, students, parents, etc..

(3) Planning, guiding, and examining new and innovative in structional improvement programs.

All these categories reflect broader, potentially school-wide issues. The use of information to respond to these issues informs decision making at a social or organizational level. As Dorr-Bremme points out,

> The school is viewed here as a cultural/ecological system. Its parts are conceived to be inter-dependent. Thus it is ideally the entire system upon which renewal efforts focus. This means that information use toward renewal is necessarily a social process... (1984, p. 20)

Survey data are natural components of information systems designed to address the social, organizational issues identified above. As indicated in the second premise, the motivation, interests, and activities of school constituencies are central to decision-making at the system (organizational) level. Surveys provide an effective and efficient means of gathering this type of information. Depending on the operational features of the survey instrument itself and of the survey data collection, survey results can be used to routinely gather a variety of information, in a uniform manner, that can both help verify other information in the system (e.g., serve as an independent check of reported use of specific school services and programs) and provide "signals" or messages that are harder to convey directly. An example of the latter might be the message provided by responses to an item from a teacher survey indicating that a substantial proportion of the teachers believe that the principal has a problem in communicating with the staff. The anonymity and aggregation of such a communication affords greater protection to teachers from overreaction by the principal that can occur in response to a direct (and visible) airing of a perceived problem.

Our work also pointed to a second general class of information needs that a comprehensive system might fulfill. In the earlier phases of our reality test, the teachers we worked with did not routinely or easily view information in terms of its social uses. Instead, they were more apt to approach our questions about their information needs from a clinical or diagnostic perspective. That is, teachers tended to value data from the information system that helps them directly in working with their students.

The question that drives this clinical perspective is whether a specific piece of information can contribute to refined judgements about a particular student or groups of students. For instance, one of the teachers participating in our study saught data that would help her to form within-class heterogeneous groups to implement cooperative learning activities. Another teacher was interested in obtaining, early in the semester, information that would help her refine her class plans to better match her class composition; while she could normally adjust course content based on her actual experiences with students, this "adjustment" process often could not be initiated until the semester was well underway. A third teacher was interested in data about student learning styles that would contribute to his decisions about what class activities to emphasize. If we had paid more attention to counselor uses of information, we would have expected even greater emphasis on clinical applications.

Survey data are pertinent to the clinical perspective as well as the social perspective. As Sirotnik (1984) documents, items from the student survey contributed to both the student-level and class-level

reports designed for distribution to all classes early in each semester. Survey items on preferences in instructional activities, self-concept, attitudes toward school and specific subject matters were included in the reports as were other information (e.g., the number of extra- curricular activities a student is involved in and how many hours per week he or she is working) that could have been collected otherwise, but not without substantially greater costs of time and money.

At a general level, then, survey data can serve two broad purposes in comprehensive information systems for secondary school improvement:

> (a) to gather information that contributes to the characterization of the school environment from the perspective of its clients in order to establish the context with which the reform effort must operate
>
> and
>
> (b) to assist in the diagnostic activities of school personnel with data gathered from school clients at or below their level in the educational hierarchy.

The Contents of the Student Surveys

As stated earlier, the general intent of collecting survey data is to obtain information about the characteristics, motivations, interests, and activities of the school constituents (students, teachers, administrators, parents) in order to better understand the functioning of the school culture. In addition, since we were interested, in our study, in how information aided decision-making at multiple levels (student, clsss, school) within a school, our collaborative efforts to incorporate survey data in the information system attempted to target topics and items usable at one or more level within the school.

The school-based work group that is participating in the development of the information system chose to focus its first year efforts on data about current students and programs at the high school (see next section for discussion of decision process). This descussion constrained the nature and contents of initial survey activities in several obvious ways. The time pressures exerted by the school calendar, the needs for efficient data collection and processing that could be managed and replicated by existing school and district personnel and resources, the interest in linking survey data with other information already available on-line through the district's computer, and the desire to collect information from all students across all the grades also affected the form and contents of the survey.

General Description of the Student Surveys

The final product of this first year effort, Site A Student Survey, May 1984 (Attachment I), was administered by third-period teachers to all students in attendance on Thursday, May 24, 1984. The contents of the survey, 185 separate questions or required responses, can be classified into seven major categories (see Table 1):

1. Self-Description of Demographic Characteristics, Educational Expectations, and Self-concept
2. General perceptions of Significant School Constituents (teacher, other students, counselors)
3. Perception of School Climate - Issues and Problems
4. Attitudes Toward Schooling (general and subject-matter related)
5. Instruction-Related Preferences
6. Influences on Class Selection
7. Knowledge of and Participation in Special School Programs

The uneven distribution of responses across categories does not represent substantive emphases and concerns as much as it does the limits of the multiple choice format when, in some cases, a particular category naturally generated a checklist (e.g. specific services offered by the Learning Resource Center, the possible range of classroom materials across all types of classes) while information tapped by other categories (e.g., expectations) could be collected more efficiently.

A modified version of the May 1984 survey was administered to incoming sophomores during a pre-school orientation program held in August 1984 (Attachment 2). This survey was intended to collect base information from students about their perceptions of their high school prior to actual experience at the school. The survey required 104 responses versus 185 for the Spring Survey. All questions related to specific experiences at the high school were either eliminated (e.g., items on Perceptions of Teachers and Other Students, Specific Program Participation, Course Selection Influences) or modified to reflect perceptions rather than experiences (General School Climate Issues and Problems).

Exclusion of Potentially Sensitive Questions

There are a few features of the survey that warrant special mention. First, virtually all items that could be construed as reflecting student attitudes toward a specific administrator or teacher in the school were excluded. Thus students' attitudes toward the principal and their subject-matter specific instructional preferences were not collected. Because the student was not

responding anonymously (in order to be able to link survey data with other student information), it was felt that these type of questions might be too intimidating and affect the integrity of the responses throughout the survey.

The elimination of items directly about the principal is partially offset by the accumulated responses of students to questions about the school climate with respect to school organization and control. At this particular high school (like many others) the principal and his administration establishes the structure for student, teacher, and parental input to decision-making, sets the standards for appropriate behavior and the general tone for relationships among the various constituents in the school. Direct principal-student contacts typically occur only in the extremes of student behavior -- disciplinary action, on the one hand, and awards, leadership, and special services on the other. These special circumstances (both rewards and sanctions) most likely influence the judgments of the students involved while the rest of the student body relies on more indirect perceptions colored by peer, teacher, and parent attitudes. Under such conditions, indirect means of collecting information about attitudes toward the principal may be preferred because it provides a potentially better balance to the biases introduced by the differential familiarity of students with the actual role of the principal.

The exclusion of subject-matter specific instructional items presents a more difficult problem. Ideally, there are many instructional preference questions that should be targeted to particular content areas. The inclusion of only generic (non-course

specific) items yields data that are less specifically relevant to the classroom decisions of a given teacher. For example, students expressing a preference for small group learning activities (questions 106-109 from the spring survey) may feel differently about this grouping practice in their history classes than they do, say, in mathematics; the same possibility arises in attempting to interpret student preferences in materials and activities (questions 110-138). In the final analysis, the decision to ask general questions was made for pragmatic reasons; a longer survey would have been necessary and we were already concerned about length. It was also felt that teachers wanting more course-specific information could follow up with questionaires of their own to further probe student preferences.

Program Specific Questions

A second general set of points are relevant to the sections on course selection and special program knowledge and participation. These two sections of the survey were intended to examine specific ongoing activities in the school. With respect to course selection, the principal has recently instituted a policy that effectively restricted student ability to choose their teachers for particular courses. This policy had not been fully implemented at the time of the spring survey, but the planned change had already been made known to students. In a sense, these items reflected different circumstances for different students. For seniors (who had freedom to choose their instructor throughout their high school years), this information presumably describes the basis for their typical class selection. But for the 10th and 11th graders, the survey represented

a chance to communicate their sentiments about the new "no-choice" policy which they would experience. Thus the degree to which 10th and 11th graders differed from seniors by a larger margin than they do in other categories of questions, reflects in part a reaction to a policy change. Furthermore, asking these questions in subsequent years might enable the administration to detect any shifts (toward greater acceptance of or resistance to the policy).

The questions on the Learning Resource Center (LRC) and Career Magnet School (CMS) represent other instances where the purpose of the data is to examine an ongoing innovation. Both programs were still relatively new. The questions asked, especially with respect to the LRC, were intended to provide the program's director with formative information about how students utilized and perceived the program's services. In addition, survey data on both LRC and CMS were expected to contribute to future evaluation reports for the state-funded School Improvement Program which funds both programs. Thus, the planned survey represented an opportunity to gather information that might serve external as well as internal purposes.

Single Items Versus Scales

Another feature of the survey content that warrants mention at this point is that in most cases, questions were included that were intended to stand alone as single indicators of a particular attitude, opinion or belief. Possibly the one major exception to this was the set of 14 questions on academic and social self-concept (questions 10-23), which could operate as singletons or as scales. So far, the indication is that an academic self-concept scale based on questions

15 through 23 will be used in the standard report developed for use by teachers and counselors (See Sirotnik & Burstein, 1984).

On the one hand, using single item indicators is a parsimonious way to collect information on a variety of topics; moreover, single items are also easier to understand (have higher face validity) than multi-question scales. On the other hand, under classical notions about the reliability and validity of survey data, single items have poorer psychometric properties than scales.

The choice is not really so clear-cut when the survey data are intended to inform decision-making at various levels in a practical setting rather than to serve as a reliable research or diagnostic tool. In judging the credibility of a specific student response to a given question, the decision-maker must obviously consider the response as one piece of a larger puzzle. When considering a question's data aggregated over groups of students, response tendencies matter (the choices that attract substantial numbers of responses; the pattern of choices for a question compared with those from related questions, e.g., an instructional preference for having class discussions rather than listening to the teacher). Typically, these aggregate (class or school level) tendencies are more resistant to invalidity and unreliability than their student-level counterparts. One can also be somewhat reasured when the patterns of student responses to adjacent questions differ in interpretable ways; such patterns usually indicate that students are neither ignoring question content nor haphazardly marking items as they proceed through the survey.

Meaningful Subgroup Information

Another concern in designing the survey was that enough information be gathered that could be used to form meaningful clusters of students that might conceivably react differently to the opportunities and programs operating at the school. Sex and grade are obvious characteristics to examine for possible differences in attitude.

In our reality test, the work group was interested in asking questions that characterized possible non-academic time commitments of students as well as other home factors that may affect student ability to focus on school work. These interests translated into questions about languages in the home (queston 2), the living situation (question 3, two parent family and other circumstances), parental help with school work (question 105), student employment status (question 4), participation in extracurricular activities (questions 39-43), television viewing (question 5), educational aspirations and expectations (both parents and students, questions 6-8), and homework and homework effort (questions 101-102). These questions, along with the self-concept scales and other data about student programs of study contained in the information system, represent attributes that can potentially inform teacher and counselor diagnoses about the source of academic difficulties of specific students and the advisability of changes in the amount of outside work assigned in specific courses.

At the school level, differences in student reaction to school policies and programs that are aligned with specific student attitudes can focus staff desisions on whether such differences are warranted and what needs to be done to eliminate them. For instance, at Site A,

sex differences in the patterns of response to questions about satisfaction with the counseling services offered provided empirical evidence that supported a request for appointment of more women to the counseling staff. Other survey data suggested that attitudes of eleventh graders are typically lower than attitudes in the other two grades. These results point to the need for improvement efforts that employ different strategies for this grade level to bring about changes in their understanding of the mutual commitment of school staff and students to providing them appropriate educational opportunities.

The above are illustrative of the ways in which survey data on student attitudes can combine with program and achievement data to enhance the possibilities for refined and targeted school-based decision-making. The reason for emphasizing the "obvious" is that the benefits of questions for classifying students are often short-changed in trying to keep questionnaire size manageable (and perhaps limit intrusiveness). And, except for obvious variables like sex and grade, school-based practitioners are not typically used to examining information separated by meaningful subgroups.

Questions for Linking with Other Surveys

In designing the student survey, we were also careful to include questions about school climate that might also be asked of the other school constituencies, particularly teachers and parents. In the present case, the perceptions of school function items (questions 90 and 91) are the best example of this type of question. The differences that occurred in student perceptions of what the school

selves think (see Sirotnik, 1984a) is useful for identifying perceived mis-matches in the purpose of schooling. But comparisons of student responses with parental and teacher attitudes are necessary to understand the depth of the conflict surrounding this issue and to identify the kind of educational effort and changes that could bring constituent attitudes into closer agreement. Other categories of questions that might be asked in questionaires intended for different constituents include items from sections on general perceptions of significant school constituents and general school climate issues and problems.

The Survey Development Process

The context and circumstances under which the student survey was developed in this project are likely to arise in secondary school improvement efforts in other settings (see Dorr-Bremme, 1984). The actual process that led to the surveys already conducted is one that proved "effective" and will likely be repeated in developing other surveys for the same school. In this section the development activities are briefly described.

From the beginning of the reality test, it was clear to CSE staff that Site A's existing computerized information system would need to be augmented by the collection of student survey data. We were also aware that this augmentation represented an "intervention" into the existing information and social organizational networks of the school. Our reading of the literature on implementing interventions, innovations and educational changes in general (e.g., Goodland, 19875;

Berman and McLaughlin, 1977; Bank and Williams 1981, 1983) made us keenly aware of the evidence that suggests that persons expected to directly benefit from the innovation and implement it within ongoing school activities should be involved in planning and designing the innovation.

In building-level change efforts at the secondary level, mechanisms that involve school staff early on are likely to foster the dialogue necessary to match the innovation to the circumstances and interests that exist in the school and to develop a sense of "ownership" by the staff (and presumably the momentum and support to firmly plant the innovation). In the case of the student survey, this involvement translates into active and intensive teacher and administrator input into the contents of the survey, its administration, and the dissemination of its results.

The need to involve school staff in survey development has to be balanced against other factors that work against extensive investment of school staff time. Secondary school teachers lead hectic lives; typically, they teach five sections (usually different subject-matter) out of a six-period day. This leaves little time for class preparation and grading during school hours. On top of their class responsibilities, their teaching activities are regularly interrupted by staff development sessions, school-wide meetings, contributions to school and district planning and other special programs operating in the school, not to mention disruptions due to their personal lives (e.g., as parents). To give some idea of the magnitude of disruption on any given day, on the morning the survey results and new reporting formats were presented to the total staff (during a regular monthly

staff meeting held from 7:35 am to 9:45 am; the first three class periods were canceled for all students), the school still needed substitute coverage for 35 class periods (staff size is roughly 70), most of which represented teachers involved in other district business (e.g., curriculum planning and test development). It is expensive to use teacher time in developing the survey, unless the whole staff was committed to the effort by canceling classes, which represents an expense of a different sort. Substitutes are necessary to replace teachers wotking on system development during the day and teachers would have to be paid (at least in this district) to encourage them to meet during after-school hours. Finally, total staff involvement at all phases of the development would create management and timing problems; it simply becomes too unruly and inefficient.

The balance we struck to obtain sufficient but non-overwhelming staff involvement was to form a work group of teachers and administrators to participate in the design of the information system, development of the questionaires and report formats, and planning of dissemination to total school staff as well as implementation into the school improvement effort. Our work group consists of five teachers representing different school departments (in our case, English, Math, Foreign Lanuguage, Social Studies, Health/Social Psychology), the coordinator of the School Improvement Program who also works as a counselor part-time, the vice principal responsible for programs and the principal. Other teachers and administrators will probably be added during the coming years as the range of activities expand.

The teacher participants were a mixture of volunteers who were already involved in many of the school's existing improvement

activities (including Partnership activities with UCLA, see Dorr-Bremme) and others who were reticent about the viability of the change efforts given the existing school atmosphere. The teachers were not necessarily expected to represent their departments but it was hoped that they would be sufficiently well connected with their colleagues to keep both other teachers and CSE project staff informed about the information system development and reactions to it.

Even though the work group was kept small, it did not remove the need to develop early on efforts to foster mutual trust and understanding between school staff and CSE researchers and to limit time and work demands on teachers and productively use scheduled meetings. Visible evidence of district and school administration support for the project helped. It was also important to convince the teachers that CSE was genuinely committed to a strong role by school personnel in the development and use of the information system that could serve the school's needs rather than simply CSE's research agenda. (Such emphasis was consistent with project plans and perspectives; see Burstein and Sirotnik, 1984a, 1984b, Sirotnik et al., 1983).

The above concerns lead to a decision to begin activities of the work group with a series of meetings where CSE staff explained the general concepts that guided their interest in comprehensive information systems for local school improvement and provided working group members with details of the collaborative relationship that had been agreed upon by the district and school administrators (see Attachment 3, the topics for consideration presented at the first work group meeting). A summary of the purpose of the work, expectations substantive and operational features of the planned

reality test and of district and CSE commitments to the collaboration were provided to working group members (Burstein and Sirotnik, 1984a, attachment 4). This summary also helped to establish the agenda for the work group activities in the early phases of the project.

After initial CSE presentations on the possible puposes of information systems and their use for decisions at multiple levels, the work group meetings concentrated on identifying the kinds of information the teachers, counselors, and administrators would view to be useful for student-level, class-level, school-level, and program-specific decisions (Item 1 from the February 22 agenda, Attachment 3). As is characterized in other progect reports by Dorr-Bremme and Sirotnik, the teacher tended to focus in the early meetings on classroom uses of information that was primarily clinical in nature (see especially Dorr-Bremme, 1984, pp. 18-28). Discussions surrounding social uses of information at the school level typically had to be initiated by CSE staff or the school administrators.

There were four half-day work group meetings held prior to the May administration of the student survey. The meetings covered the following topics:

1. February 22, 1984 -- Description of the collaborative relationship and overview of project purpose; group discussion of information uses at different levels; teahers were asked to bring to the next meeting a list of the information that they would like to have to use at the student, class, and school levels.

2. February 28, 1984 -- Discussion of information identified by teachers as useful; description of information already available in the school's computerized student system; discussion of the need to augment the system with survey data and how the survey itself could by developed. Plans made to distribute student survey items from Sirotnik et al. report to work group members who would select those items they viewed as appropriate for the student survey and generate other items to

include; CSE to compile group choices and prepare draft of proposed survey for next meeting.

3. April 3, 1984 -- Revision of the student survey; CSE to incorporate revisions into next draft.

4. May 17, 1984 -- Final revision of student survey; discussion of alternatives for administering the survey.

Why Student Rather than Teacher Surveys

A few comments about the topics considered and not considered at the meeting are warranted. First, the discussion focussed early on needs for information about students. Once the question of collecting survey data was broached, the work group members were able to identify a number of good reasons for devoting time to student surveying, but were less clear about the usefulness of surveys of teachers. This preference should be expected given the composition of the work group (predominantly teachers). Teachers could see how information about student attitudes, opinions, and beliefs might assist them in their own planning activities and in dealing with individual students; with some encouragement by CSE, they also recognized at least the possibility that survey data might be useful for school-level decision making. Moreover, surveys completed by students represented a limited intrusion on scarce teacher time.

A teacher survey, on the other hand, was seen by some group members as a waste of time, both literally and figuratively. Their previous experiences with needs assessments conducted by the school and district were perceived to be of limited value to them. In some cases earlier surveys had been too long for the value of information obtained or had simply been irrelevant to teacher needs and to their perceptions of how changes were made in the school and district.

There were also occasions where teachers received no feedback of survey results (or at least no clearly recongnizable feedback); thus the time spent completing the survey was perceived to be wasted. One group member voiced the concern that the information could actually be abused because administrators at the school and district level might actually use it in ways detrimental to individual teachers (Sirotnik, 1984a, discusses this situation in more detail). In sum, efforts to proceed with parallel development of teacher surveys along with student surveys met with greater resistance (and the possibility of less cooperation) that might have caused the project work to bog down.

In the end, a decision was made to postpone consideration of a teacher survey until after the student survey was developed and administered. In addition to the concern for its effects on the working relationships within the work group, practical consideration also supported this decision. Given the limited amount of time to construct and administer a student survey before the end of the school year, especially without unduely disrupting the work group teachers' course schedules, there simply was not enough time to do both. Moreover, it was felt that successful development, administration, and reporting of the student survey might generate greater interest in seeking information on the attitudes of other school constituencies. Early reponse to the November 8, 1984 school-wide presentation of the survey results and other reports developed by the working groups does indicate teachers are now more interested in providing survey information about themselves for use in school improvement activities.

Identifying Appropriate Survey Items

The task of developing items for any survey can be onerous, especially if there are no existing surveys to serve as gudes for the activity. In the present case, there are lots of surveys of secondary school students although most have been used primarily for research purposes. Work on climate (by Moos, Fraser, Walberg and others), school effectiveness (e.g., Bookover, Epstein), and school change and improvement (Goodlad, Hall, Klausmeir, Sirotnik) are good sources for items that might be pertinent to the interests at Site A. In a previous report (Sirotnik et al., 1983), we had compiled illustrative student survey items, taken mainly from work on A Study of Schooling (Goodlad, 1983). Because of Sirotnik's previous experience with the functioning of these items, we had hoped that the work group might find some portion of them to be useful for informing decisions at Site A.

In practice, the work group relied on CSE's survey questions to a greater extent than was originally envisioned. With the exception of the items on course selection and specific school programs, virtually all questions (about 130 of 185) were taken from the CSE pool or were revisions of those items.

Hindsight suggests at least three possible reasons for the heavy reliance on the existing survey pool. First, work group members were probably influenced by our repeated emphasis on social uses of survey information and, either consciously or unconsiously, yielded to our "authority and experience" by depending on our question pool for ideas. Second, the work group members in fact had little previous

experience in developing survey questions. Since they did not inherently value questionnaire development work, they were willing to follow the advice of persons more familiar with survey development (us in this case). Presumably, if we had not been available, they would have used (possibly in modified form) a questionnaire developed by someone else, as long as it seemed relevant to their needs. Finally, given competing time demands, work group members chose to be more reactive than proactive in the survey development once their basic interests were represented. Using existing questions that covered topics viewed as useful was a reasonable and productive decision from their viewpoint.

After initial emphases were selected, the work group meetings honed in on whittling down a long list of survey items to a practically managable and useful number (less than 200 distinct repsonses required of students, more on this below). The main problem was that while work group members were concerned about devoting too much student time to complete the survey (the consensus was that one class period represented an upper time limit), each member selected many more questions from the available pool than could actually be asked and their selections did not necessarily agree; in fact almost all items were considered useful by at least one work group member.

To speed up the reduction of the pool of questions, CSE staff compiled work group member choices and revised the survey eliminating questions not chosen by more than one member and also dropping questions that their past experience suggested wouldn't work well in the study setting. Another round of work group discussion helped to

eliminate remaining redundancies, eliminate other items perceived as interesting but perhaps not useful for the school's work, and to improve questionnaire layout and question wording. Even with the imposed constraints on length and number of question alternatives (a maximum of five), the final instrument was short enough for the machine- scorable answer sheets and the allotted time period.

Administration of the Survey

Within a week of the final work group meeting, the spring survey was ready, printed in sufficient quantities along with pre-identified answer sheets, and administered to students during their third period classes. Out of an estimated 1678 students presumed to still be enrolled at the time of the survey, 1461 students (87%) completed some part of the student survey. The typical non-response rate for a question among the first 120 was around 1% with another 1 to 2% double-marked or out of range responses. Even at the end of the survey there was typically no more than 20% non-responses. We interpreted these rates of usable data as evidence that the length of the survey was typically not a problem and that students treated the task of answering the survey questions seriously.

Once the decision was made to administer a survey to incoming sophomores, CSE staff took a first pass at modifying the survey for the different population of students, ones with little direct knowledge of the actual functioning of the high school. The work group offered very few additional changes.

The incoming sophomore survey was administered under different conditions than the spring survey. Students would be asked to

complete it during a pre-school meeting with their couselors to develop their course of study for the upcoming year. As a result all students who attended these pre-school sessions were surveyed while those who missed the meetings (due to being out of town) were not surveyed (at least for the present). The principal estimates that roughly 75% of the incoming sophomores attended these sessions. The final count of students completing the August survey was 464. Again, the percentage of omits and mis-marking of answer sheets was very low. In fact, the main problem encountered during this survey administration were parents attending the session with their children who wanted to complete surveys of their own.

Routing Choices in Implementing the Student Survey

Since the reality test work at Site A will continue into the coming year, in future reports, we expect to further elaborate on the process of developing surveys to use in the improvement effort. Here we briefly consider some of the routine choices that arose in the design and administration of the survey. They included the following:

1. Sample of students versus entire eligible population.
2. Survey format (Multiple choice, open-ended or mixtures)
3. Survey length
4. Uniform versus tailored questionnaires
5. Identifiable versus anonymous reponses
6. Timing of administration
7. Actual administraton conditions
8. Following up on absentees

The topics considered represent the range of mundane "nuts and bolts" decisions that can accur in implementing surveys designed for ongoing school improvement activities in a given school context. In our discussion we briefly describe the choices involved and the decisions we made.

Sample versus Census

If the work group had been interested only in survey questions to serve as indicators of school-level trends in attitudes and beliefs, obtaining survey data from a sample of students would suffice statistically at a reduced cost in terms of student and teacher time. However, once it became clear that the work group was interested in survey data to inform student level and class level decisions, there was no other choice than to attempt to administer the survey to all eligible students.

There are drawbacks associated with surveying a sample of students that perhaps more than offset its advantages in circumstances like those existing in the reality test. Ideally, a simple random sample would be prefered over more complex designs that, for example, sampled classrooms. But the logistics of choosing a representative sample of students and then arranging the administration of the survey to this sample can be a nightmare, and highly disruptive as well. Sampling classes is easier but less efficient given the intent to capture student consensus. Moreover, both sampling schemes require someone with a certain level of technical sophistication to design, select, and implement the sample. Such persons are in short supply in most high schools.

Our judgment is that school staff who plan to conduct such surveys should choose to administer it to the entire student population as long as there are means for machine-tabulation of the responses. The extra costs of paper and student time are marginal if the primary concern is on quality data usable for both clinical and social decision-making.

Survey Format

The perennial debate over the choice between selected (multiple choice) versus generated (open-ended) reponse is relevant to the present survey. Multiple choice questions are more efficient (assuming that machine-scorable answer sheets can be used) and more questions can be asked during a fixed time interval. Open-ended questions place fewer constraints on the repondent, thus offering the possibility for more diverse feedback. They also convey an aura of openness to free expression of opinion; this can, however, be intimidating for the less articulate respondent who might find it easier to express his or her thoughts when given a choice of possible alternatives. Additionally, the necessity of translating open-ended questionnaire responses into codable data can be a difficult and time-consuming task. To devote the main portion of any survey intended for a large sample to open-ended questions is risky, especially when resources are limited and quick turn-around is desirable.

Given the desirability for timely and cost efficient handling of survey data intended for use in improvement efforts, the reliance on mainly multiple choice questions is advisable whenever machine scoring of responses is possible (otherwise, the resource burdens are more

equal for multiple choice and open-ended formats). In our case, the district operates a standard test scoring system that can generate pre-coded and labeled answer sheets (with student names and other identifying characteristics), can easily tabulate responses on a standard answer sheet containing 200 five choice questions, and can generate response frequencies and a data tape to merge with other data in the existing information system. Thus the multiple choice format was ideal, especially since it placed little additional human burden on the district's limited resources devoted to the reality test. We could have collected selected open-ended data from students in addition to the survey (using a different instrument to save the existing questionnaire for re-use), but did not. Regardless of whether this was the right decision, we have not received any negative reactions from school staff about the absence of open-ended questions. Again, this may simply be a case of over reliance on our "expertise".

Survey Length

We have already mentioned the two major constraints on the length of a survey -- the optimal amount of time required to complete it and the number of responses that can be coded on answer sheets in the use of machine-scored multiple choice questions. At the secondary level, a 50-minute class period represents a reasonable upper limit to impose on time required to provide instruction and complete an occassional survey. Shorter questionnaires which take less than 15 minutes to complete can be administered on a more frequent basis if the

information to be collected warrants this alternative format (e.g., frequent monitoring for changes in attitudes).

Except for the constraint of a maximum of 200 responses, only limited consideration was devoted to the time issues by the work group. The teachers did feel that the final version of the spring survey was not too long for a single class period, which concurred with our own impressions based on other similar surveys. Both direct and indirect evidence from the actual May administration of the survey indicates that most students had enough time to complete the survey. The tendency for more non-response at the end of the questionnaire (15 to 20% versus 1 to 2% for earlier questions) can in part be attributed to decisions by individual teachers (the survey was adminstered in class by the regular teacher after a brief training session) to devote only part of the class period to completing the survey (one teacher reportedly allowed only 10 minutes). It also may be that the questions at the end of the survey about the LRC and CMS were viewed by many students as less relevant to them, causing many to simply skip them. The pattern of non-reponse provides limited support for the latter interpretation. (Attachment 5 is a copy of the Spring survey containing the percentage distribution of responses.) There were no problems with the shorter incoming sophomore survey. On the basis of experience this past Spring, we will recommend keeping the student survey length at around 150 questions, perhaps by administering questions relevent to special programs on a separate occasion.

Uniform versus Tailored Surveys

A decision was made to administer the same survey to all students during the Spring. We would have prefered to ask graduating seniors additional questions probing their post-graduation plans but the logistics of doing this first go-around were simply too complicated. Besides, we felt it was unlikely that the school and district actually had the necessary motivation to carry out this more demanding administrtion and analysis task this early on.

We didn't hesitate to shorten the survey and modify selected items for use with incoming sophomores. This was a clear instance where tailoring questions to the perspectives and knowledge of a specific subgroup was highly desirable. Too many questions had no meaning to person who had never enrolled at the Site A high school. Moreover, because this subgroup was administered the survey separately from the other students, there were no additional logistical problems at this phase. In terms of the computerization of these data (Attachment 6 reports the percentage distributions from the Incoming Sophomore Survey), a table of corresponding question numbers was sufficient to allow merger with data from the earlier survey since no new questions were added.

In the future, the decisions we made might not be so clear-cut. There is interest in following up graduating seniors that might lead to special tailoring for them. If the pre-school orientation program (new this past year) were dropped, it might not be possible to survey entering 10th graders separately (though it would still be desirable to survey them at the beginning of their enrollment at the high

school). It seems to us that both the specific needs of the school constituencies and their sophistication at dealing with the more complex survey configurations associated with tailoring will determine how this school, and presumably others, would handle this issue without special assistance.

Identifiability Versus Anonymity

From the outset, we had wanted to be able to identify students who completed a student survey. Otherwise, it would be impossible to integrate the survey data with the rest of the existing student information system. Given the uses that the work group expected to make of the information (particularly for class planning and diagnostic purposes), it is not surprising that they supported the administration of student identifiable surveys.

Despite our decision, there were, and still are, strong misgivings about the possibility of abuse when the responses of specific students can be identified. The concerns are the obvious ones. Teachers want to know enough to help them plan instruction but are worried about biasing their judgments of student needs and performance in the class on extra-course information (that is, developing inaccurate and unfair expectancies for specific students). Also, other students might obtain access to the responses breaching their confidentiality.

In the accompanying papers by Dorr-Bremme (1984), Sirotnik (1984), and Sirotnik and Burstein (1984), this issue of confidentiality is explored at greater length. In the final analysis

the dilemma is a real one. Even with additional safegaurds to be implemented with respect to the use of the survey data in individual student reports, it is still necessary to place one's faith in the integrity and professionalism of teachers, counselors and administrators to use the survey data wisely. Any evidence of abuse of survey results would likely compromise its validity and eventually destroy its value for the ongoing information system.

Timing

The reason for administering the student survey in late Spring was the pragmatic one that we basically had no alternative due to time constraints. Ideally, there should be some more substantive basis for choosing when to administer the survey. Decisions about timing should reflect the uses intended for the data rather than the other way around.

Conducting a survey near the end of the school year should yield better data on graduating seniors and more knowlegable experience-governed responses from students in their first year at the school (10th graders in the present case). But the student population typically changes by late Spring, especially in high schools. For those students not succeeding at the school and not strongly committed to the benefits of schooling as opposed to the short-term gratification of job earnings and limiting of possibly negative school experiences, dropping out late in the school year becomes an increasingly appealing option. So by the end of Spring, one is left with a more school-oriented student population. The survey simply

misses a segment of students (potential dropouts) that might be the targets of specific school reform.

While there is no simple solution to the timing question, it does help to survey twice annually (early fall and late spring) if this choice doesn't unduely tax school resources. Separate fall and spring surveys could be shorter and could include sections of common as well as distinct questions (e.g., more post-graduate plans and program information in Spring, more diagnostically relevant questions in the Fall). This choice is especially beneficial in cases where schools plan to place ongoing, heavy emphasis on survey data in their school based decision making.

Administration

Selecting an optimal design for administering a student survey during the school day can be formidable. We had originally planned to survey each grade level at different times during the periods special to them. This plan would have allowed some tailoring of the survey, or could have reduced costs if a common survey could be reused at the different grade levels.

Instead, the survey was administered by the regular classroom teacher during the third-period classes. This format required more survey forms but simplified the packaging of pre-labeled answer sheets. It also required that all third period teachers be trained to administer the survey. As might be expected, some teachers followed instruction better than others; there were a few classes of students who either failed to take or to complete the survey. But, at this point, we see no simple alternative if the survey is going to continue to be targeted to all students.

Absenteeism

When the intent is to survey every student, one has to consider how to handle students who failed to complete the survey on the given administration date. This decision is especially important when survey data are to be used as part of class-level and student-level decision making (as was the case here). Given the typical level of absenteeism (roughly 10-20% on any given day) at the school, any reports with student-level data might begin to look like swiss cheese unless some attempt is make to follow up.

To this point, no decision has been made about whether and how to gather information from students who didn't complete the survey. The administration of the survey was conducted on a mid-week day (Thursday) during a class period in the middle of the day to reduce the problems of "late risers" and "early leavers". While plans for follow up surveying of missing students are not firm, the present sense is that an attempt should be made to have counselors administer the survey to students missing the first round. Obviously, this administration would occur long after the time of the original data collection with more school history to contend with and perhaps a less cooperative set of repondents (not to mention a different administration procedure). These factors will have to be considered in greater detail before a final decision is reached for the Site A high school.

Emerging Issues: What Next?

Other issues yet to be resolved appear throughout this report. There is strong sentiment to survey teachers and hopefully parents. Also, student survey data will continue to be collected in order to update student opinions for the student-level and class- level reports and to begin to monitor trends at the school level. The design and administration of these surveys will likely encounter the same sorts of content selection and "nuts and bolts" decisions as in the first student survey, probably with different solutions in certain cases (e.g., we expect the teacher survey data to be collected anonymously).

During the next year we will explore the "clinical versus social uses of information" issues in greater detail throughout all phases of project work. In terms of the survey data, a question worth considering is how the emphasis and interests in the work group change when the teachers are to be the source of information. We expect less clinical and more social emphasis (of the "sending a message to the administration and district" type). We will also devote more time to multivariate analysis of the student survey data to explore patterns of differential responses to school functioning by different subgroups of students over time. Finally, we will monitor the reactions of school staff to the dissemination of the first round of survey data and newly designed reports. We will be looking for indicators of the actual ways in which the survey data are used and whether the staff becomes more sophisticated in their handling of the survey and other data as the information system has become a more visible part of the school's improvement efforts.

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Table 1. Contents of the May 1984 Student Survey at Site A

General Category	No. of Items	Subcategories and Specific Content
I. Self-Description		
A. Demographic characteristics	13	Sex, languages in the home, living situation, employment, television viewing, extracurricular activities, amount of homework, frequency of homework submission, parental help with work
B. Expectations	4	Parental and student educational aspirations student educational expectations, comfort with career choices
C. Self-Concept	14	Academic and social self-concept items dealing with popularity, subject-matter abilities, school effort and performance
II. General Perceptions of Signifcant School Constituents		
A. Teachers	7	Such descriptors as helpful, high hopes for students, do a good job, care about us
B. Students	7	Such descriptors as helpful, have high hopes, care about each other, competitive
C. Counselors	3	Perceptions of ease of getting counselor help with academic, career, and personal decisions
III. General School Climate Issues and Problems		
A. Students	11	Misbehavior, racial conflict, drugs, alcohol, violence, poor attitudes, sex bias
B. Personnel	6	Teachers, counselors, administrators
C. Program	17	Courses, teaching, value of learning, time for learning
D. School organization and control	6	Rules, scheduling, student and parental input to decision-making, selection of classes and teachers
E. Physical atmosphere	3	Size, appearance, crowdedness

General Category	No. of Items	Subcategories and Specific Content
IV. Attitudes		
A. General toward school	2	Like school, would go to different school
B. Subject-matter	9	Math, English, arts, social studies, science, foreign languages, business and economics, physical education
C. Perceptions of school functions	2	Student perceptions of school and own beliefs about most important function of schooling
V. Instruction-Related Attitudes	33	Preferences in instructional grouping, activities, materials and characteristics
VI. Influences on class choice	14	Student perceptions of factors affecting choice of classes
VII. Special Program and Knowledge	34	Specific items on two special programs (Career Magnet School and Learning Resource Center)

Attachment 1

High School Student Survey

May 24, 1984

The survey you are about to complete will ask you questions about yourself and about your school. This is not a test. There are no right or wrong answers. The survey will give you an opportunity to express how you feel about what happens in your classes and around school. That is why it is important to answer the questions as truthfully and as carefully as possible.

DO NOT WRITE ON THESE PAGES

MARK YOUR ANSWERS ON THE ANSWER SHEET PROVIDED. You will notice that answers go from A to E or from F to K. This does not matter. Simply choose the one answer that best fits your opinion for each question. MARK ONLY ONE LETTER ON THE ANSWER SHEET FOR EACH QUESTION. For example, if you chose answer B for question number 5, you would mark the answer sheet like this:

Or, if you chose answer J for question number 6, you would mark the answer sheet like this:

Remember, mark only one letter on the answer sheet for each question. If there are any words or questions you don't understand, please raise your hand and ask for help.

DO NOT BEGIN UNTIL YOU RECEIVE MORE INSTRUCTIONS

This question will be answered differently than the others. You will use the blue box at the top of the answer sheet. Read the list of Career Magnet Schools below.

1. Physical Science and Technology
2. International Relations & Political Science
3. Business
4. Industry
5. Performing, Visual and Fine Arts
6. Mental, Physical & Biological Sciences
7. Liberal Arts
8. Entry and Essentials
9. Don't Know

Now, using the last column of the blue box (to the far right), mark the number on the answer sheet that matches your career magnet school.

Starting with number 1 on the survey, the rest of the questions will be answered in the white area of the answer sheet. Remember, do not mark on the survey sheets themselves. Mark one answer for each question on the answer sheet.

Questions About Yourself

1. Sex:
   A. Male
   B. Female

2. Besides English, what other languages are spoken in your home:
   F. None
   G. Spanish
   H. Vietnamese
   J. Chinese
   K. Other

3. Living situation:
   A. With two parents (includes stepparents)
   B. With one parent only (mother or father only)
   C. Guardian(s)/foster parents
   D. Alone or with friends
   E. Other

4. About how many hours a week do you usually spend working on a job during the school year?
   F. None. I am not employed during the school year.
   G. About 10 hours or less
   H. About 15 - 20 hours
   J. About 20 - 30 hours
   K. More than 30 hours

5. How many hours do you watch television each day?
   A. None
   B. About 1 hour
   C. About 2 - 3 hours
   D. About 4 - 5 hours
   E. More than 5 hours

Choose the ONE answer that best completes each of the following sentences.

6. If I could do anything I want, I would like to:
   F. Quit school as soon as possible.
   G. Finish high school.
   H. Go to trade/technical school or junior college.
   J. Go to a 4-year college or university.
   K. Don't know.

7. I think my parents would like me to:
   A. Quit school as soon as possible.
   B. Finish high school.
   C. Go to trade/technical school or junior college.
   D. Go to a 4-year college or university.
   E. Don't know.

DO NOT WRITE ON THIS PAGE

8. Actually, I will probably:

F. Quit school as soon as possible.
G. Finish high school.
H. Go to trade/technical school or junior college.
J. Go to a 4-year college or university.
K. Don't know.

9. How comfortable do you feel about choosing a future career goal at this point in your life?

A. Very Uncomfortable
B. Uncomfortable
C. Neither Uncomfortable or Comfortable
D. Comfortable
E. Very Comfortable

The following sentences describe some of the ways in which people might think about themselves.

Read each of the following sentences carefully and mark the letter on the answer sheet that tells how much it is like you.

Look at the following practice sentence and mark the letter on the answer sheet that tells how much you agree or disagree with the sentence.

PRACTICE	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
I am good at art	A.	B.	C.	D.	E.

If you Choose "Strongly Agree," you're saying that you are very good at art. If you choose "Mildly Agree," you're saying that you are OK at art. If you choose "Mildly Disagree," you're saying that you are not too good at art. If you choose "Strongly Disagree," you're saying that you are very poor at art.

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
10. I'm popular with kids my own age.	F.	G.	H.	J.	K.
11. Kids usually follow my ideas.	A.	B.	C.	D.	E.
12. Most people are better liked than I am.	F.	G.	H.	J	K.
13. It is hard for me to make friends.	A.	B.	C.	D.	E.
14. I have no real friends.	F.	G.	H.	J.	K.
15. I'm not doing as well as I'd like to in school.	A.	B.	C.	D.	E.
16. I am a good reader.	F.	G.	H.	J.	K.
17. I'm proud of my schoolwork.	A.	B.	C.	D.	E.
18. I'm good at math.	F.	G.	H.	J.	K.
19. I'm doing the best work that I can.	A.	B.	C.	D.	E.
20. I am able to do schoolwork at least as well as other students.	F.	G.	H.	J.	K.

DO NOT WRITE ON THIS PAGE

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
21. My grades are not good enough.	A.	B.	C.	D.	E.
22. I'm always making mistakes in my schoolwork.	F.	G.	H.	J.	K.
23. I am a good writer.	A.	B.	C.	D.	E.

Questions About Your School Life

How much do the following words describe most of the teachers at this school?

	Very Much	Pretty Much	Some-what	Only A Little Bit	Not at All
24. Friendly	F.	G.	H.	J.	K.
25. Helpful	A.	B.	C.	D.	E.
26. Have high hopes for us	F.	G.	H.	J.	K.
27. Talk to us	A.	B.	C.	D.	E.
28. Let us talk to them	F.	G.	H.	J.	K.
29. Care about us	A.	B.	C.	D.	E.
30. Do a good job	F.	G.	H.	J.	K.

How much do the following words describe how you feel about most of the students at this school?

	Very Much	Pretty Much	Some-what	Only A Little Bit	Not at All
31. Friendly	A.	B.	C.	D.	E.
32. Helpful	F.	G.	H.	J.	K.
33. Have high hopes	A.	B.	C.	D.	E.
34. Smart	F.	G.	H.	J.	K.
35. Talk to each other	A.	B.	C.	D.	E.
36. Care about each other	F.	G.	H.	J.	K.
37. Competitive	A.	B.	C.	D.	E.

DO NOT WRITE ON THIS PAGE

38. The most popular students in this school are: (Choose only <u>one</u> answer)

F. Athletes

G. Smart students

H. Members of student government

J. Good-looking students

K. Wealthy students

Indicate whether or not you participate in the following activities at school. (Answer yes or no for each of the following).

	Yes	No
39. I participate in sports teams/drill team/flags/cheerleading.	A.	B.
40. I participate in student government.	F.	G.
41. I participate in music, band, drama, or other arts.	A.	B.
42. I participate in honor society.	F.	G.
43. I participate in school clubs/community service activities.	A.	B.

Below is a list of things which may be problems at this school. How much do you think each is a problem at this school?

	Not a Problem	Minor Problem	Major Problem
44. Student misbehavior (fighting, stealing, gangs, truancy, etc.)	F.	G.	H.
45. Poor courses or not enough different subjects offered	A.	B.	C.
46. Prejudice/Racial conflict	F.	G.	H.
47. Drugs	A.	B.	C.
48. Alcohol	F.	G.	H.
49. Poor teachers or teaching	A.	B.	C.
50. School too large/classes overcrowded	F.	G.	H.
51. Teachers don't discipline students.	A.	B.	C.
52. Poor or not enough buildings, equipment, or materials	F.	G.	H.
53. The principal and other people in the office who run the school	A.	B.	C.
54. Poor student attitudes (poor school spirit, don't want to learn)	F.	G.	H.
55. Too many rules and regulations	A.	B.	C.
56. How the school is organized (class schedules, not enough time for lunch, passing periods, etc.)	F.	G.	H.

DO NOT WRITE ON THIS PAGE

Issues and Problems:

Read each one of the following sentences carefully and choose the letter that tells how much you agree or disagree with what it says. CHOOSE ONLY ONE LETTER for each sentence. Please raise your hand if you have any questions.

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
57. What I'm learning in school is useful for what I will need to know NOW.	A.	B.	C.	D.	E.
58. What I'm learning in school will be useful for what I will need to know LATER in life.	F.	G.	H.	J.	K.
59. I think students of different races or colors should go to school together.	A.	B.	C.	D.	E.
60. Girls get a better education than boys at this school.	F.	G.	H.	J.	K.
61. There are places at this school where I don't go because I'm afraid of other students.	A.	B.	C.	D.	E.
62. Boys get a better education than girls at this school.	F.	G.	H.	J.	K.
63. I do not have enough time to do my school work.	A.	B.	C.	D.	E.
64. High school students should have job experience as part of their school program.	F.	G.	H.	J.	K.
65. Many students at this school don't care about learning.	A.	B.	C.	D.	E.
66. Average students don't get enough attention at this school.	F.	G.	H.	J.	K.
67. Some of the things teachers want me to learn are just too hard.	A.	B.	C.	D.	E.
68. Too many students are allowed to graduate from this school without learning very much.	F.	G.	H.	J.	K.
69. If I had my choice, I would go to a different school.	A.	B.	C.	D.	E.
70. There are things I want to learn about that this school doesn't teach.	F.	G.	H.	J.	K.
71. It's not safe to walk to and from school alone.	A.	B.	C.	D.	E.

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	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
72. I have trouble reading the books and other materials in my classes.	F.	G.	H.	J.	K.
73. The grades or marks I get help me to learn better.	A.	B.	C.	D.	E.
74. I like school.	F.	G.	H.	J.	K.
75. The grades or marks I get in class have nothing to do with what I really know.	A.	B.	C.	D.	E.
76. I have to learn things without knowing why.	F.	G.	H.	J.	K.
77. Parents should have a say in what is taught at this school.	A.	B.	C.	D.	E.
78. It is easy for me to get help from a counselor when planning my school program.	F.	G.	H.	J.	K.
79. We are not given enough freedom in choosing our classes.	A.	B.	C.	D.	E.
80. We are not given enough freedom in choosing our teachers.	F.	G.	H.	J.	K.
81. If I have a personal problem, it would be easy for me to get help from a counselor.	A.	B.	C.	D.	E.
82. If you don't want to go to college, this school doesn't think you're very important.	F.	G.	H.	J.	K.
83. Students should have a say in what is taught at this school.	A.	B.	C.	D.	E.
84. A person is foolish to keep going to school if he/she can get a job.	F.	G.	H.	J.	K.
85. If I need help planning for a career, it would be easy for me to get help from a counselor.	A.	B.	C.	D.	E.
86. I like the way this school looks.	F.	G.	H.	J.	K.
87. It is easy to get books from the school library.	A.	B.	C.	D.	E.
88. Things in the school library are useful to me.	F.	G.	H.	J.	K.
89. Materials in the Career Guidance Center (CGC) are useful to me.	A.	B.	C.	D.	E.

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Questions About Teaching, Learning & Classroom Work

All schools teach pretty much the same things, but they may think some things are more important than others. . .

90. Which ONE of these does this school think is the most important thing for students? (Choose only one)

    F. To work well with other people
    G. To learn the basic skills in reading, writing, arithmetic, and other subjects
    H. To become a better person
    J. To get a good job

91. If you had to choose only the ONE most important thing for you, which would it be? (Choose only one)

    A. To work well with other people
    B. To learn the basic skills in reading, writing, arithmetic, and other subjects
    C. To become a better person
    D. To get a good job

In general, how do you like the following subjects?

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
92. English	F.	G.	H.	J.	K.
93. Mathematics	A.	B.	C.	D.	E.
94. Social studies (history, geography, government, etc.)	F.	G.	H.	J.	K.
95. Science	A.	B.	C.	D.	E.
96. Computer Education	F.	G.	H.	J.	J.
97. The Arts (art, crafts, music, drama, dance, creative writing, film-making, photography)	A.	B.	C.	D.	E.
98. Foreign Language	F.	G.	H.	J.	K.
99. Vocational/Career Education (shop, business education, home economics, etc.)	A.	B.	C.	D.	E.
100. Physical Education	F.	G.	H.	J.	K.

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101. How many hours of homework do you have each day?
   A. None
   B. About 1 hour
   C. About 2 - 3 hours
   D. About 4 - 5 hours
   E. More than 5 hours

102. In general, how often do you do your homework?
   F. All of the time
   G. Most of the time
   H. Sometimes
   J. Seldom
   K. Never

103. How soon do teachers usually return your work?
   A. the next day
   B. 2 days later
   C. 3 days later
   D. 4 days later
   E. 5 days later or more

104. When you make mistakes in your work, how often do teachers tell you how to do it correctly?
   F. All of the time
   G. Most of the time
   H. Only sometimes
   J. Seldom
   K. Never

105. How often do your parents or other family members help you with your school work?
   A. All of the time
   B. Most of the time
   C. Only sometimes
   D. Seldom
   E. Never

Listed below are four ways students can work in a classroom. Choose the letter on the answer sheet that tells how much you like or would like to work in each way, even if you don't do so now.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
106. Alone by myself	F.	G.	H.	J.	K.
107. With the whole class	A.	B.	C.	D.	E.
108. With a small group of students, who know as much as I do	F.	G.	H.	J.	K.
109. With a small group of students, some who know less, some who know as much, and some who know more than I do	A.	B.	C.	D.	E.

DO NOT WRITE ON THIS PAGE

Listed below are some things that might be used in a class. Choose the letter on the answer sheet that tells how much you like or would like to use each thing, even if you don't use it in a classroom.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
110. Textbooks	F.	G.	H.	J.	K.
111. Other books	A.	B.	C.	D.	E.
112. Work sheets	F.	G.	H.	J.	K.
113. Films, filmstrips, or slides	A.	B.	C.	D.	E.
114. Games or simulations	F.	G.	H.	J.	K.
115. Newspapers or magazines	A.	B.	C.	D.	E.
116. Tape recordings or records	F.	G.	H.	J.	K.
117. Television/video	A.	B.	C.	D.	E.
118. Calculators	F.	G.	H.	J.	K.
119. Globes, maps, and charts	A.	B.	C.	D.	E.
120. Animals and plants	F.	G.	H.	J.	K.
121. Lab equipment and materials	A.	B.	C.	D.	E.
122. Computers	F.	G.	H.	J.	K.

Listed below are some things that you might do in a class. Choose the letter on the answer sheet that tells how much you like or would like to do each thing, even if you don't do it in class.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
123. Listen to the teacher	A.	B.	C.	D.	E.
124. Go on field trips	F.	G.	H.	J.	K.
125. Do research and write reports, stories, or poems	A.	B.	C.	D.	E.
126. Listen to student reports	F.	G.	H.	J.	K.
127. Listen to speakers who come to class	A.	B.	C.	D.	E.
128. Have class discussions	F.	G.	H.	J.	K.
129. Build or draw things	A.	B.	C.	D.	E.
130. Do problems or write answers to questions	F.	G.	H.	J.	K.

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	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
131. Take tests or quizzes	A.	B.	C.	D.	E.
132. Make films or recordings	F.	G.	H.	J.	K.
133. Act things out	A.	B.	C.	D.	E.
134. Read for fun or interest	F.	G.	H.	J.	K.
135. Read for information	A.	B.	C.	D.	E.
136. Interview people	F.	G.	H.	J.	K.
137. Do projects or experiments that are already planned	A.	B.	C.	D.	E.
138. Do projects or experiments that I plan	F.	G.	H.	J.	K.

Please indicate how important each of the following items was in your choice of classes here at _____ High School.

	Very Important	Important	Not Sure	Not Important	Very Unimportant
139. Taking classes from teachers I like	A.	B.	C.	D.	E.
140. Being in the same classes as my friends	F.	G.	H.	J.	K.
141. Completing graduation requirements	A.	B.	C.	D.	E.
142. Learning skills for a future job	F.	G.	H.	J.	K.
143. Taking classes that will help me be a better person	A.	B.	C.	D.	E.
144. Being challenged by taking hard subjects	F.	G.	H.	J.	K.
145. Taking classes that will prepare me for the future	A.	B.	C.	D.	E.
146. Getting a wide variety of classes	F.	G.	H.	J.	K.
147. Preparing for college	A.	B.	C.	D.	E.
148. Taking classes requiring little work	F.	G.	H.	J.	K.
149. Avoiding subjects I don't like	A.	B.	C.	D.	E.
150. Taking classes that are popular	F.	G.	H.	J.	K.
151. Taking classes my parent(s) consider important	A.	B.	C.	D.	E.
152. Taking classes where I can get good grades	F.	G.	H.	J.	K.

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Questions About the Learning Resource Center (LRC)

153. Have you heard of the Learning Resource Center?
   A. yes
   B. no

154. If yes, how often have you gone with your classes to the Learning Resource Center?
   F. Never
   G. Only once or twice
   H. About once or twice a month
   J. About once or twice a week
   K. Almost every day

155. How often have you gone to the Learning Resource Center by yourself?
   A. Never
   B. Only once or twice
   C. About once or twice a month
   D. About once or twice a week
   E. Almost every day

If you have ever used the Learning Resource Center, have you used any of these services? (Answer yes or no for each of the following).

	Yes	No
156. Diagnostic testing for reading and math problems	F.	G.
157. Entry testing for proper class placement	A.	B.
158. Assistance with assignments from classroom teacher	F.	G.
159. Work on tasks assigned by the Learning Resource Center	A.	B.
160. After school seminars	F.	G.
161. Study hall	A.	B.
162. SAT preparation	F.	G.
163. Proficiency test preparation	A.	B.
164. Use the computer	F.	G.
165. Sophomore study skills	A.	B.
166. Language laboratory	F.	G.
167. Assistance in researching or typing papers	A.	B.
168. Use the typewriter	F.	G.
169. Receive individual tutoring	A.	B.
170. Develop library/research skills	F.	G.
171. Develop reading skills	A.	B.
172. Develop writing skills	F.	G.
173. Develop math skills	A.	B.
174. Develop listening skills	F.	G.
175. Develop test taking skills	A.	B.

DO NOT WRITE ON THIS PAGE

176. Have you received credit for Writing I through the Learning Resource Center?
F. yes
G. no

177. Have you received credit for Developmental Reading through the Learning Resource Center?
A. yes
B. no

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
178. The Learning Resource Center is helping students at Royal.	F.	G.	H.	J.	K.
179. Most students know about the resources available in the Learning Resource Center.	A.	B.	C.	D.	E.
180. I have been helped by the services of the Learning Resource Center.	F.	G.	H.	J.	K.
181. I am comfortable about using the services of the Learning Resource Center.	A.	B.	C.	D.	E.
182. My work in the Learning Resource Center has helped me in my courses.	F.	G.	H.	J.	K.
183. My work in the Learning Resource Center has made me feel more secure about my ability to do the work assigned by my teachers.	A.	B.	C.	D.	E.

Questions About the Career Magnet School

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
184. I understand what the Career Magnet School program is trying to do.	F.	G.	H.	J.	K.
185. I would like more information about the Career Magnet Schools.	A.	B.	C.	D.	E.

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Attachment 2

High School Student Survey
Incoming Sophomores
August 22-23, 1984

The survey you are about to complete will ask you questions about yourself and about your experiences at school. This is not a test. There are no right or wrong answers. It is important to answer the questions as truthfully and as carefully as possible.

DO NOT WRITE ON THESE PAGES

MARK YOUR ANSWERS ON THE ANSWER SHEET PROVIDED. You will notice that answers go from A to E or from F to K. This does not matter. Simply choose the one answer that best fits your opinion for each question. MARK ONLY ONE LETTER ON THE ANSWER SHEET FOR EACH QUESTION. For example, if you chose answer B for question number 5, you would mark the answer sheet like this:

Or, if you chose answer J for question number 6, you would mark the answer sheet like this:

Remember, mark only one letter on the answer sheet for each question. If there are any words or questions you don't understand, please raise your hand and ask for help.

DO NOT BEGIN UNTIL YOU RECEIVE MORE INSTRUCTIONS

This question will be answered differently than the others. You will use the blue box at the top of the answer sheet. Read the list of Career Magnet Schools below.

1. Physical Science and Technology
2. International Relations & Political Science
3. Business
4. Industry
5. Performing, Visual and Fine Arts
6. Mental, Physical & Biological Sciences
7. Liberal Arts
8. Entry and Essentials
9. Don't Know

Now, using the last column of the blue box (to the far right), mark the number on the answer sheet that matches your career magnet school.

Starting with number 1 on the survey, the rest of the questions will be answered in the white area of the answer sheet. Remember, do not mark on the survey sheets themselves. Mark one answer for each question on the answer sheet.

Questions About Yourself

1. Sex:

   A. Male
   B. Female

2. Besides English, what other languages are spoken in your home:

   F. None
   G. Spanish
   H. Vietnamese
   J. Chinese
   K. Other

3. Living situation:

   A. With two parents (includes stepparents)
   B. With one parent only (mother or father only)
   C. Guardian(s)/foster parents
   D. Alone or with friends
   E. Other

4. About how many hours a week do you usually spend working on a job during the school year?

   F. None. I am not employed during the school year.
   G. About 10 hours or less
   H. About 15 - 20 hours
   J. About 20 - 30 hours
   K. More than 30 hours

5. How many hours do you watch television each day?

   A. None
   B. About 1 hour
   C. About 2 - 3 hours
   D. About 4 - 5 hours
   E. More than 5 hours

Choose the ONE answer that best completes each of the following sentences.

6. If I could do anything I want, I would like to:

   F. Quit school as soon as possible.
   G. Finish high school.
   H. Go to trade/technical school or junior college.
   J. Go to a 4-year college or university.
   K. Don't know.

7. I think my parents would like me to:

   A. Quit school as soon as possible.
   B. Finish high school.
   C. Go to trade/technical school or junior college.
   D. Go to a 4-year college or university.
   E. Don't know.

DO NOT WRITE ON THIS PAGE

8. Actually, I will probably:

F. Quit school as soon as possible.
G. Finish high school.
H. Go to trade/technical school or junior college.
J. Go to a 4-year college or university.
K. Don't know.

9. How comfortable do you feel about choosing a future career goal at this point in your life?

A. Very Uncomfortable
B. Uncomfortable
C. Neither Uncomfortable or Comfortable
D. Comfortable
E. Very Comfortable

The following sentences describe some of the ways in which people might think about themselves.

Read each of the following sentences carefully and mark the letter on the answer sheet that tells how much it is like you.

Look at the following practice sentence and mark the letter on the answer sheet that tells how much you agree or disagree with the sentence.

PRACTICE	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
I am good at art	A.	B.	C.	D.	E.

If you Choose "Strongly Agree," you're saying that you are very good at art. If you choose "Mildly Agree," you're saying that you are OK at art. If you choose "Mildly Disagree," you're saying that you are not too good at art. If you choose "Strongly Disagree," you're saying that you are very poor at art.

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
10. I'm popular with kids my own age.	F.	G.	H.	J.	K.
11. Kids usually follow my ideas.	A.	B.	C.	D.	E.
12. Most people are better liked than I am.	F.	G.	H.	J	K.
13. It is hard for me to make friends.	A.	B.	C.	D.	E.
14. I have no real friends.	F.	G.	H.	J.	K.
15. I'm not doing as well as I'd like to in school.	A.	B.	C.	D.	E.
16. I am a good reader.	F.	G.	H.	J.	K.
17. I'm proud of my schoolwork.	A.	B.	C.	D.	E.
18. I'm good at math.	F.	G.	H.	J.	K.
19. I'm doing the best work that I can.	A.	B.	C.	D.	E.
20. I am able to do schoolwork at least as well as other students.	F.	G.	H.	J.	K.

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	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
21. My grades are not good enough.	A.	B.	C.	D.	E.
22. I'm always making mistakes in my schoolwork.	F.	G.	H.	J.	K.
23. I am a good writer.	A.	B.	C.	D.	E.

Questions About Your School Life

24. Who do you think the most popular students in this school are? (Choose only one answer)

F. Athletes
G. Smart students
H. Members of student government
J. Good-looking students
K. Wealthy students

Below is a list of things which may be problems at this school. How much do you think each is a problem at this school?

	Not a Problem	Minor Problem	Major Problem
25. Student misbehavior (fighting, stealing, gangs, truancy, etc.)	A.	B.	C.
26. Poor courses or not enough different subjects offered	F.	G.	H.
27. Prejudice/Racial conflict	A.	B.	C.
28. Drugs	F.	G.	H.
29. Alcohol	A.	B.	C.
30. Poor teachers or teaching	F.	G.	H.
31. School too large/classes overcrowded	A.	B.	C.
32. Teachers don't discipline students.	F.	G.	H.
33. Poor or not enough buildings, equipment, or materials	A.	B.	C.
34. The principal and other people in the office who run the school	F.	G.	H.
35. Poor student attitudes (poor school spirit, don't want to learn)	A.	B.	C.
36. Too many rules and regulations	F.	G.	H.
37. How the school is organized (class schedules, not enough time for lunch, passing periods, etc.)	A.	B.	C.

DO NOT WRITE ON THIS PAGE

Issues and Problems:

Read each one of the following sentences carefully and choose the letter that tells how much you agree or disagree with what it says. CHOOSE ONLY ONE LETTER for each sentence. Please raise your hand if you have any questions.

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
38. What I'm learning in school is useful for what I will need to know NOW.	F.	G.	H.	J.	K.
39. What I'm learning in school will be useful for what I will need to know LATER in life.	A.	B.	C.	D.	E.
40. I think students of different races or colors should go to school together.	F.	G.	H.	J.	K.
41. I do not have enough time to do my school work.	A.	B.	C.	D.	E.
42. High school students should have job experience as part of their school program.	F.	G.	H.	J.	K.
43. Some of the things teachers want me to learn are just too hard.	A.	B.	C.	D.	E.
44. If I had my choice, I would go to a different school.	F.	G.	H.	J.	K.
45. It's not safe to walk to and from school alone.	A.	B.	C.	D.	E.
46. I have trouble reading the books and other materials in my classes.	F.	G.	H.	J.	K.
47. The grades or marks I get help me to learn better.	A.	B.	C.	D.	E.
48. I like school.	F.	G.	H.	J.	K.
49. The grades or marks I get in class have nothing to do with what I really know.	A.	B.	C.	D.	E.
50. I have to learn things without knowing why.	F.	G.	H.	J.	K.
51. Parents should have a say in what is taught at this school.	F.	G.	H.	J.	K.
52. We are not given enough freedom in choosing our classes.	A.	B.	C.	D.	E.
53. Students should have a say in what is taught at this school.	F.	G.	H.	J.	K.
54. A person is foolish to keep going to school if he/she can get a job.	A.	B.	C.	D.	E.
55. I like the way this school looks.	F.	G.	H.	J.	K.

DO NOT WRITE ON THIS PAGE

Questions About Teaching, Learning & Classroom Work

All schools teach pretty much the same things, but they may think some things are more important than others...

56. Which ONE of these do you think this school believes is the most important thing for students? (Choose only one)

    A. To work well with other people
    B. To learn the basic skills in reading, writing, arithmetic, and other subjects
    C. To become a better person
    D. To get a good job

57. If you had to choose only the ONE most important thing for you to learn in school, which would it be? (Choose only one)

    F. To work well with other people
    G. To learn the basic skills in reading, writing, arithmetic, and other subjects
    H. To become a better person
    J. To get a good job

In general, how do you like the following subjects? If you have never had some of these subjects, how much do you think you would like them?

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
58 English	A.	B.	C.	D.	E.
59. Mathematics	F.	G.	H.	J.	K.
60. Social studies (history, geography, government, etc.)	A.	B.	C.	D.	E.
61. Science	F.	G.	H.	J.	K.
62. Computer Education	A.	B.	C.	D.	E.
63. The Arts (art, crafts, music, drama, dance, creative writing, film-making, photography)	F.	G.	H.	J.	K.
64. Foreign Language	A.	B.	C.	D.	E.
65. Vocational/Career Education (shop, business education, home economics, etc.)	F.	G.	H.	J.	K.
66. Physical Education	A.	B.	C.	D.	E.

67. In general, how often do you do your homework?

    F. All of the time
    G. Most of the time
    H. Sometimes
    J. Seldom
    K. Never

DO NOT WRITE ON THIS PAGE

68. How often do your parents or other family members help you with your school work?

A. All of the time
B. Most of the time
C. Only sometimes
D. Seldom
E. Never

Listed below are four ways students can work in a classroom. Choose the letter on the answer sheet that tells how much you like or would like to work in each way, even if you don't do so now.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
69. Alone by myself	F.	G.	H.	J.	K.
70. With the whole class	A.	B.	C.	D.	E.
71. With a small group of students, who know as much as I do	F.	G.	H.	J.	K.
72. With a small group of students, some who know less, some who know as much, and some who know more than I do	A.	B.	C.	D.	E.

Listed below are some things that might be used in a class. Choose the letter on the answer sheet that tells how much you like or would like to use each thing, even if you don't use it in a classroom.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
73. Textbooks	F.	G.	H.	J.	K.
74. Other books	A.	B.	C.	D.	E.
75. Work sheets	F.	G.	H.	J.	K.
76. Films, filmstrips, or slides	A.	B.	C.	D.	E.
77. Games or simulations	F.	G.	H.	J.	K.
78. Newspapers or magazines	A.	B.	C.	D.	E.
79. Tape recordings or records	F.	G.	H.	J.	K.
80. Television/video	A.	B.	C.	D.	E.
81. Calculators	F.	G.	H.	J.	K.
82. Globes, maps, and charts	A.	B.	C.	D.	E.

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	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
83. Animals and plants	F.	G.	H.	J.	K.
84. Lab equipment and materials	A.	B.	C.	D.	E.
85. Computers	F.	G.	H.	J.	K.

Listed below are some things that you might do in a class. Choose the letter on the answer sheet that tells how much you like or would like to do each thing, even if you don't do it in class.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
86. Listen to the teacher	A.	B.	C.	D.	E.
87. Go on field trips	F.	G.	H.	J.	K.
88. Do research and write reports, stories, or poems	A.	B.	C.	D.	E.
89. Listen to student reports	F.	G.	H.	J.	K.
90. Listen to speakers who come to class	A.	B.	C.	D.	E.
91. Have class discussions	F.	G.	H.	J.	K.
92. Build or draw things	A.	B.	C.	D.	E.
93. Do problems or write answers to questions	F.	G.	H.	J.	K.
94. Take tests or quizzes	A.	B.	C.	D.	E.
95. Make films or recordings	F.	G.	H.	J.	K.
96. Act things out	A.	B.	C.	D.	E.
97. Read for fun or interest	F.	G.	H.	J.	K.
98. Read for information	A.	B.	C.	D.	E.
99. Interview people	F.	G.	H.	J.	K.
100. Do projects or experiments that are already planned	A.	B.	C.	D.	E.
101. Do projects or experiments that I plan	F.	G.	H.	J.	K.

Questions About the Learning Resource Center (LRC)

102. Have you heard of the Learning Resource Center?

A. yes
B. no

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Questions About the Career Magnet School

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
103. I understand what the Career Magnet School program is trying to do.	F.	G.	H.	J.	K.
104. I would like more information about the Career Magnet Schools.	A.	B.	C.	D.	E.

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Attachment 3

High School-CSEUCLA COLLABORATION

Working Group Meeting
February 22, 1984

Suggested Topics for Consideration

1. Identify the kinds of information teachers, counselors, and building administrators view to be useful for their own work (student-level, class-level, school-level and program-level decisions).

2. Identify what specific problems (at any level) Royal High Staff would expect the information system to help them address.

3. Ascertain level of understanding of the computerized information currently available to school staff and the services that can be provided.

4. Discuss the extent to which the system meets current and anticipated needs.

5. Determin what additional information may be necessary to augment the system

6. Develop methods for collecting any additional information.

7. Identify the information that will be useful for characterizing the functioning and impact of the Career Magnet School (or other programs).

Attachment 4

Brief Project Summary

A Comprehensive Information System for
Local School Improvement

A Collaborative Research Project
Between High School,
Valley Unified School District, and
UCLA, Graduate School of Education

A lot of activity directed toward the development and use of information systems in school improvement efforts has been initiated over the past several years. Most of the developments thus far have occurred at the elementary school level, and most of these have been limited to the monitoring of test data.

The idea that schools, both elementary and secondary, need information above and beyond ordinary achievement outcomes to effect decisions, take actions, and evaluate improvement efforts is almost self-evident. While test scores certainly serve diverse functions in school, they are merely one set of indicators of how the culture of the school functions and, as such, are best understood within the school context through knowledge of the motivations, interests, and activities of the school constituencies.

Many concerns on the part of teachers and administrators at the class and school levels, and staff at the district level, can be envisioned that can be significantly informed through the judicious collection and analysis of pertinent information such as: attendance, student programs, tracking structures, student transiency, participations in extra curricular activities, class sizes and compositions, instructional activities, and the opinions and attitudes of students, teachers, parents and administrators.

We are studying these and other emerging questions by examining how information use becomes part of the decision-making and change processes within a school. Our collaborative work with High School has provided the perfect opportunity for reality-testing the idea since the Valley Unified School District has already begun to accumulate a diverse set of data on its students and programs using a computerized information system.

The work we are currently undertaking is a project of both the Center for the Study of Evaluation and the Laboratory in School and Community Education (via THE PARTNERSHIP), units of UCLA's Graduate School of Education. Current and anticipated activities include (but are not limited) to the following:

A. Instituting the kinds of data collection activities that may be necessary to establish the system's comprehensiveness (e.g., ongoing and pre- and post-graduate student surveys, teacher and parent surveys, additional school-level data, etc.).

B. Organizing and structuring information files in a way amenable to the manipulations and analyses required of the data (e.g., student files, teacher and parent files, aggregated files at class and school levels, etc.).

C. Investigating the optimal balance of hardware, software, and human resources required to make the system:

   1. Efficient with respect to data entry, updating, and data transfer between district and school.

   2. Accessible and timely to school administrators, teachers, and district level staff.

D. Developing and utilizing the simplest, but most meaningful, methods of data manipulation and analyses.

E. Developing and testing report formats that maximize both meaning and interpretation by the intended audiences.

F. Gathering case-study material through observations and interviews (of and with district and school staff) regarding decision-making with respect to developing, implementing and applying information systems.

It is interesting to note that this current effort at High School is the first sustained (and hopefully enduring) involvement that has occurred out of over two years of Valley-UCLA collaborations. This should not be interpreted negatively. Rather, it reinforces what we have experienced and learned from many school improvement efforts--school renewal and change is not an overnight phenomenon. Certainly each effort has its own story to tell, but all efforts are based upon considerable investments of time and energy toward the mutual building of trust and understanding. And there is the other ingredient deserving special mention--people, exceptional people (teachers and district and building level administrators) willing to try to overcome the day-to-day obstacles in the circumstances of schooling that make difficult the time consuming activities essential to school improvement efforts.

Attachment 5
Distribution of student responses to Spring Survey
reported in terms of percentages completing the survey

Questions About Yourself

1. Sex:
49 A. Male
51 B. Female

2. Besides English, what other languages are spoken in your home:
77 F. None
10 G. Spanish
1 H. Vietnamese
1 J. Chinese
10 K. Other

3. Living situation:
78 A. With two parents (includes stepparents)
15 B. With one parent only (mother or father only)
3 C. Guardian(s)/foster parents
1 D. Alone or with friends
3 E. Other

4. About how many hours a week do you usually spend working on a job during the school year?
50 F. None. I am not employed during the school year.
14 G. About 10 hours or less
18 H. About 15 - 20 hours
13 J. About 20 - 30 hours
6

5. How many hours do you watch television each day?
14 A. None
38 B. About 1 hour
36 C. About 2 - 3 hours
8 D. About 4 - 5 hours
4 E. More than 5 hours

Choose the ONE answer that best completes each of the following sentences.

6. If I could do anything I want, I would like to:

3 F. Quit school as soon as possible.
19 G. Finish high school.
22 H. Go to trade/technical school or junior college.
50 J. Go to a 4-year college or university.
6 K. Don't know.

7. I think my parents would like me to:

1 A. Quit school as soon as possible.
19 B. Finish high school.
15 C. Go to trade/technical school or junior college.
62 D. Go to a 4-year college or university.
4 E. Don't know.

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8. Actually, I will probably:

1 F. Quit school as soon as possible.
23 G. Finish high school.
30 H. Go to trade/technical school or junior college.
40 J. Go to a 4-year college or university.
6 K. Don't know.

9. How comfortable do you feel about choosing a future career goal at this point in your life?
10 A. Very Uncomfortable
13 B. Uncomfortable
34 C. Neither Uncomfortable or Comfortable
31 D. Comfortable
12 E. Very Comfortable

The following sentences describe some of the ways in which people might think about themselves.

Read each of the following sentences carefully and mark the letter on the answer sheet that tells how much it is like you.

Look at the following practice sentence and mark the letter on the answer sheet that tells how much you agree or disagree with the sentence.

PRACTICE	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
I am good at art	A.	B.	C.	D.	E.

If you Choose "Strongly Agree," you're saying that you are very good at art. If you choose "Mildly Agree," you're saying that you are OK at art. If you choose "Mildly Disagree," you're saying that you are not too good at art. If you choose "Strongly Disagree," you're saying that you are very poor at art.

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
10. I'm popular with kids my own age.	21	52	20	5	1
11. Kids usually follow my ideas.	12	47	29	9	3
12. Most people are better liked than I am.	6	13	32	29	19
13. It is hard for me to make friends.	4	11	5	27	52
14. I have no real friends.	3	4	4	10	79
15. I'm not doing as well as I'd like to in school.	36	32	5	14	12
16. I am a good reader.	39	37	11	8	5
17. I'm proud of my schoolwork.	16	37	17	19	11
18. I'm good at math.	22	33	14	17	14
19. I'm doing the best work that I can.	14	28	13	28	16
20. I am able to do schoolwork at least as well as other students.	46	32	14	6	2

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	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
21. My grades are not good enough.	27	32	8	18	15
22. I'm always making mistakes in my schoolwork.	5	16	16	40	23
23. I am a good writer.	21	38	21	14	7

Questions About Your School Life

How much do the following words describe most of the teachers at this school?

	Very Much	Pretty Much	Some-what	Only A Little Bit	Not at All
24. Friendly	11	51	27	8	3
25. Helpful	12	48	28	9	3
26. Have high hopes for us	12	28	36	18	7
27. Talk to us	18	39	27	12	3
28. Let us talk to them	17	37	29	13	4
29. Care about us	9	31	36	16	7
30. Do a good job	12	49	26	8	4

How much do the following words describe how you feel about most of the students at this school?

	Very Much	Pretty Much	Some-what	Only A Little Bit	Not at All
31. Friendly	13	51	28	7	2
32. Helpful	7	32	40	17	4
33. Have high hopes	8	28	43	16	4
34. Smart	7	41	41	9	2
35. Talk to each other	48	36	12	3	1
36. Care about each other	17	41	29	10	3
37. Competitive	41	32	20	5	2

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38. The most popular students in this school are: (Choose only one answer)

48 F. Athletes

3 G. Smart students

9 H. Members of student government

35 J. Good-looking students

3 K. Wealthy students

Indicate whether or not you participate in the following activities at school. (Answer yes or no for each of the following).

	Yes	No
39. I participate in sports teams/drill team/flags/cheerleading.	37	60
40. I participate in student government.	8	88
41. I participate in music, band, drama, or other arts.	17	79
42. I participate in honor society.	19	77
43. I participate in school clubs/community service activities.	26	71

Below is a list of things which may be problems at this school. How much do you think each is a problem at this school?

	Not a Problem	Minor Problem	Major Problem
44. Student misbehavior (fighting, stealing, gangs, truancy, etc.)	17	62	19
45. Poor courses or not enough different subjects offered	40	40	17
46. Prejudice/Racial conflict	66	26	7
47. Drugs	16	49	34
48. Alcohol	18	45	36
49. Poor teachers or teaching	33	48	17
50. School too large/classes overcrowded	59	31	9
51. Teachers don't discipline students.	57	34	8
52. Poor or not enough buildings, equipment, or materials	41	38	19
53. The principal and other people in the office who run the school	32	34	32
54. Poor student attitudes (poor school spirit, don't want to learn)	23	49	26
55. Too many rules and regulations	21	35	43
56. How the school is organized (class schedules, not enough time for lunch, passing periods, etc.)	12	28	58

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Issues and Problems:

Read each one of the following sentences carefully and choose the letter that tells how much you agree or disagree with what it says. CHOOSE ONLY ONE LETTER for each sentence. Please raise your hand if you have any questions.

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
57. What I'm learning in school is useful for what I will need to know NOW.	21	40	16	16	7
58. What I'm learning in school will be useful for what I will need to know LATER in life.	34	33	15	10	8
59. I think students of different races or colors should go to school together.	67	11	7	3	10
60. Girls get a better education than boys at this school.	5	6	23	11	55
61. There are places at this school where I don't go because I'm afraid of other students.	6	8	6	10	68
62. Boys get a better education than girls at this school.	3	3	23	12	59
63. I do not have enough time to do my school work.	15	28	13	26	18
64. High school students should have job experience as part of their school program.	32	27	23	11	7
65. Many students at this school don't care about learning.	22	34	24	15	4
66. Average students don't get enough attention at this school.	17	29	29	17	6
67. Some of the things teachers want me to learn are just too hard.	12	21	17	29	20
68. Too many students are allowed to graduate from this school without learning very much.	19	22	23	17	16
69. If I had my choice, I would go to a different school.	11	8	21	18	42
70. There are things I want to learn about that this school doesn't teach.	29	24	18	15	13
71. It's not safe to walk to and from school alone.	5	8	11	15	60

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	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
72. I have trouble reading the books and other materials in my classes.	7	12	8	23	52
73. The grades or marks I get help me to learn better.	17	29	25	17	11
74. I like school.	19	41	14	12	12
75. The grades or marks I get in class have nothing to do with what I really know.	21	25	19	21	14
76. I have to learn things without knowing why.	18	27	21	19	13
77. Parents should have a say in what is taught at this school.	17	27	23	16	16
78. It is easy for me to get help from a counselor when planning my school program.	39	28	10	11	9
79. We are not given enough freedom in choosing our classes.	27	21	11	23	18
80. We are not given enough freedom in choosing our teachers.	49	19	8	12	10
81. If I have a personal problem, it would be easy for me to get help from a counselor.	19	17	26	14	23
82. If you don't want to go to college, this school doesn't think you're very important.	8	16	31	21	22
83. Students should have a say in what is taught at this school.	37	32	14	9	6
84. A person is foolish to keep going to school if he/she can get a job.	4	4	9	16	65
85. If I need help planning for a career, it would be easy for me to get help from a counselor.	35	26	18	11	8
86. I like the way this school looks.	14	42	18	16	9
87. It is easy to get books from the school library.	40	36	11	6	4
88. Things in the school library are useful to me.	32	41	15	7	4
89. Materials in the Career Guidance Center (CGC) are useful to me.	29	27	29	8	5

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Questions About Teaching, Learning & Classroom Work

All schools teach pretty much the same things, but they may think some things are more important than others. . .

90. Which ONE of these does this school think is the most important thing for students? (Choose only one)

7 F. To work well with other people
65 G. To learn the basic skills in reading, writing, arithmetic, and other subjects
13 H. To become a better person
10 J. To get a good job

91. If you had to choose only the ONE most important thing for you, which would it be? (Choose only one)

14 A. To work well with other people
24 B. To learn the basic skills in reading, writing, arithmetic, and other subjects
32 C. To become a better person
26 D. To get a good job

In general, how do you like the following subjects?

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
92. English	23	45	10	14	6
93. Mathematics	25	34	10	14	16
94. Social studies (history, geography, government, etc.)	20	31	13	16	16
95. Science	23	30	16	14	14
96. Computer Education	28	27	33	6	5
97. The Arts (art, crafts, music, drama, dance, creative writing, film-making, photography)	40	26	20	8	5
98. Foreign Language	13	26	24	16	21
99. Vocational/Career Education (shop, business education, home economics, etc.)	24	30	29	8	5
100. Physical Education	43	28	11	8	8

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101. How many hours of homework do you have each day?

14 A. None
40 B. About 1 hour
35 C. About 2 - 3 hours
5 D. About 4 - 5 hours
3 E. More than 5 hours

102. In general, how often do you do your homework?

21 F. All of the time
41 G. Most of the time
21 H. Sometimes
11 J. Seldom
3 K. Never

103. How soon do teachers usually return your work?

12 A. the next day
29 B. 2 days later
24 C. 3 days later
10 D. 4 days later
22 E. 5 days later or more

104. When you make mistakes in your work, how often do teachers tell you how to do it correctly?

10 F. All of the time
35 G. Most of the time
28 H. Only sometimes
18 J. Seldom
6 K. Never

105. How often do your parents or other family members help you with your school work?

7 A. All of the time
16 B. Most of the time
25 C. Only sometimes
28 D. Seldom
21 E. Never

Listed below are four ways students can work in a classroom. Choose the letter on the answer sheet that tells how much you like or would like to work in each way, even if you don't do so now.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
106. Alone by myself	20	35	11	20	12
107. With the whole class	21	41	14	15	7
108. With a small group of students, who know as much as I do	39	35	12	6	5
109. With a small group of students, some who know less, some who know as much, and some who know more than I do	31	31	17	11	8

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Listed below are some things that might be used in a class. Choose the letter on the answer sheet that tells how much you like or would like to use each thing, even if you don't use it in a classroom.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
110. Textbooks	11	38	14	22	12
111. Other books	10	39	26	15	6
112. Work sheets	14	40	15	17	10
113. Films, filmstrips, or slides	43	35	9	6	3
114. Games or simulations	39	29	16	7	4
115. Newspapers or magazines	18	37	23	12	5
116. Tape recordings or records	21	28	22	16	8
117. Television/video	54	31	6	3	1
118. Calculators	38	34	15	5	3
119. Globes, maps, and charts	20	34	20	13	9
120. Animals and plants	35	33	17	6	4
121. Lab equipment and materials	37	30	14	9	5
122. Computers	48	25	14	3	5

Listed below are some things that you might do in a class. Choose the letter on the answer sheet that tells how much you like or would like to do each thing, even if you don't do it in class.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
123. Listen to the teacher	17	46	13	13	6
124. Go on field trips	60	23	8	3	2
125. Do research and write reports, stories, or poems	10	24	13	22	24
126. Listen to student reports	10	26	20	22	17
127. Listen to speakers who come to class	30	40	11	9	5
128. Have class discussions	40	32	11	7	5
129. Build or draw things	29	28	18	12	8
130. Do problems or write answers to questions	11	31	20	20	13

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	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
131. Take tests or quizzes	5	25	15	27	23
132. Make films or recordings	24	23	29	11	8
133. Act things out	19	22	22	16	16
134. Read for fun or interest	38	31	13	8	5
135. Read for information	17	36	17	17	8
136. Interview people	17	24	24	17	12
137. Do projects or experiments that are already planned	20	37	17	13	7
138. Do projects or experiments that I plan	24	30	21	12	8

Please indicate how important each of the following items was in your choice of classes here at [redacted] High School.

	Very Important	Important	Not Sure	Not Important	Very Unimportant
139. Taking classes from teachers I like	58	23	6	6	2
140. Being in the same classes as my friends	32	33	11	15	3
141. Completing graduation requirements	74	12	3	3	2
142. Learning skills for a future job	60	24	6	2	2
143. Taking classes that will help me be a better person	46	31	10	4	2
144. Being challenged by taking hard subjects	22	33	19	13	6
145. Taking classes that will prepare me for the future	55	26	8	2	2
146. Getting a wide variety of classes	34	32	17	7	2
147. Preparing for college	48	24	13	5	3
148. Taking classes requiring little work	10	18	29	31	15
149. Avoiding subjects I don't like	22	24	22	17	7
150. Taking classes that are popular	9	17	28	27	12
151. Taking classes my parent(s) consider important	9	28	22	21	13
152. Taking classes where I can get good grades	22	30	18	17	5

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Questions About the Learning Resource Center (LRC)

153. Have you heard of the Learning Resource Center?

79 A. yes
8 B. no

154. If yes, how often have you gone with your classes to the Learning Resource Center?

22 F. Never
52 G. Only once or twice
10 H. About once or twice a month
3 J. About once or twice a week
2 K. Almost every day

155. How often have you gone to the Learning Resource Center by yourself?

50 A. Never
26 B. Only once or twice
8 C. About once or twice a month
3 D. About once or twice a week
3 E. Almost every day

If you have ever used the Learning Resource Center, have you used any of these services? (Answer yes or no for each of the following).

	Yes	No
156. Diagnostic testing for reading and math problems	8	72
157. Entry testing for proper class placement	8	72
158. Assistance with assignments from classroom teacher	16	64
159. Work on tasks assigned by the Learning Resource Center	10	70
160. After school seminars	8	71
161. Study hall	17	64
162. SAT preparation	10	70
163. Proficiency test preparation	11	70
164. Use the computer	18	62
165. Study skills	19	61
166. Language laboratory	11	69
167. Assistance in researching or typing papers	12	68
168. Use the typewriter	8	72
169. Receive individual tutoring	6	73
170. Develop library/research skills	9	71
171. Develop reading skills	9	70
172. Develop writing skills	10	69
173. Develop math skills	6	73
174. Develop listening skills	12	68
175. Develop test taking skills	14	65

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176. Have you received credit for Writing I through the Learning Resource Center?
4 F. yes
76 G. no

177. Have you received credit for Developmental Reading through the Learning Resource Center?
4 A. yes
76 B. no

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
178. The Learning Resource Center is helping students at Royal.	16	32	32	4	3
179. Most students know about the resources available in the Learning Resource Center.	9	23	23	21	9
180. I have been helped by the services of the Learning Resource Center.	9	18	20	18	20
181. I am comfortable about using the services of the Learning Resource Center.	11	18	35	11	11
182. My work in the Learning Resource Center has helped me in my courses.	7	12	32	16	18
183. My work in the Learning Resource Center has made me feel more secure about my ability to do the work assigned by my teachers.	6	11	32	16	19

Questions About the Career Magnet School

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
184. I understand what the Career Magnet School program is trying to do.	20	26	18	11	13
185. I would like more information about the Career Magnet Schools.	28	24	20	6	9

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Attachment 6

Distribution of student responses to Incoming Sophomore Survey
reported in terms of percentages completing the suvey

Questions About Yourself

1. Sex:

51 Male
59 Female

2. Besides English, what other languages are spoken in your home:

82 None
8 Spanish
1 Vietnamese
0 Chinese
8 Other

3. Living situation:

86 With two parents (includes stepparents)
11 With one parent only (mother or father only)
2 Guardian(s)/foster parents
0 Alone or with friends
1 Other

4. About how many hours a week do you usually spend working on a job during the school year?

81 None. I am not employed during the school year.
13 About 10 hours or less
4 About 15 - 20 hours
1 About 20 - 30 hours
1 More than 30 hours

5. How many hours do you watch television each day?

4 None
23 About 1 hour
52 About 2 - 3 hours
15 About 4 - 5 hours
6 More than 5 hours

Choose the ONE answer that best completes each of the following sentences.

6. If I could do anything I want, I would like to:

2 Quit school as soon as possible.
15 Finish high school.
13 Go to trade/technical school or junior college.
59 Go to a 4-year college or university.
11 Don't know.

7. I think my parents would like me to:

0 Quit school as soon as possible.
17 Finish high school.
12 Go to trade/technical school or junior college.
67 Go to a 4-year college or university.
4 Don't know.

8. Actually, I will probably:

1 Quit school as soon as possible.
22 Finish high school.
16 Go to trade/technical school or junior college.
54 Go to a 4-year college or university.
7 Don't know.

9. How comfortable do you feel about choosing a future career goal at this point in your life?

9 Very Uncomfortable
16 Uncomfortable
38 Neither Uncomfortable or Comfortable
27 Comfortable
10 Very Comfortable

The following sentences describe some of the ways in which people might think about themselves.

Read each of the following sentences carefully and mark the letter on the answer sheet that tells how much it is like you.

Look at the following practice sentence and mark the letter on the answer sheet that tells how much you agree or disagree with the sentence.

PRACTICE	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
I am good at art	A.	B.	C.	D.	E.

If you Choose "Strongly Agree," you're saying that you are very good at art. If you choose "Mildly Agree," you're saying that you are OK at art. If you choose "Mildly Disagree," you're saying that you are not too good at art. If you choose "Strongly Disagree," you're saying that you are very poor at art.

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
10. I'm popular with kids my own age.	15	59	22	4	1
11. Kids usually follow my ideas.	9	45	37	7	2
12. Most people are better liked than I am.	5	19	34	29	13
13. It is hard for me to make friends.	5	11	8	32	43
14. I have no real friends.	2	2	4	9	83
15. I'm not doing as well as I'd like to in school.	27	32	11	16	14
16. I am a good reader.	32	39	16	10	3
17. I'm proud of my schoolwork.	16	40	20	16	8
18. I'm good at math.	25	36	16	15	9
19. I'm doing the best work that I can.	18	38	14	22	8
20. I am able to do schoolwork at least as well as other students.	47	31	17	4	1

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
21. My grades are good enough.	20	29	11	19	21
22. I'm always making mistakes in my schoolwork.	4	18	23	38	17
23. I am a good writer.	14	33	32	14	7

Questions About Your School Life

24. Who do you think the most popular students in Royal High School are? (Choose only one answer)

40 Athletes
1 Smart students
14 Members of student government
42 Good-looking students
3 Wealthy students

Below is a list of things which may be problems at Royal High School. How much do you think each is a problem at this school?

	Not a Problem	Minor Problem	Major Problem
25. Student misbehavior (fighting, stealing, gangs, truancy, etc.)	15	49	35
26. Poor courses or not enough different subjects offered	59	30	11
27. Prejudice/Racial conflict	55	33	12
28. Drugs	21	36	43
29. Alcohol	23	37	38
30. Poor teachers or teaching	48	34	17
31. School too large/classes overcrowded	54	37	8
32. Teachers don't discipline students.	59	35	5
33. Poor or not enough buildings, equipment, or materials	55	32	13
34. The principal and other people in the office who run the school	73	21	6
35. Poor student attitudes (poor school spirit, don't want to learn)	27	49	24
36. Too many rules and regulations	40	41	18
37. How the school is organized (class schedules, not enough time for lunch, passing periods, etc.)	35	42	23

Issues and Problems:

Read each one of the following sentences carefully and choose the letter that tells how much you agree or disagree with what it says. CHOOSE ONLY ONE LETTER for each sentence. Please raise your hand if you have any questions.

	Strongly Agree	Mildly Agree	Not Sure	Mildly Disagree	Strongly Disagree
38. What I'm learning in school is useful for what I will need to know NOW.	28	34	23	11	4
39. What I'm learning in school will be useful for what I will need to know LATER in life.	56	27	11	4	3
40. I think students of different races or colors should go to school together.	71	13	6	3	8
41. I do not have enough time to do my school work.	14	28	23	23	14
42. High school students should have job experience as part of their school program.	34	37	21	5	3
43. Some of the things teachers want me to learn are just too hard.	12	33	23	22	10
44. If I had my choice, I would go to a different school.	4	7	19	17	53
45. It's not safe to walk to and from school alone.	6	13	18	21	42
46. I have trouble reading the books and other materials in my classes.	4	11	14	21	50
47. The grades or marks I get help me to learn better.	31	27	28	8	7
48. I like school.	20	45	15	12	8
49. The grades or marks I get in class have nothing to do with what I really know.	11	19	22	24	24
50. I have to learn things without knowing why.	11	21	31	17	20
51. Parents should have a say in what is taught at this school.	18	26	30	15	11
52. We are not given enough freedom in choosing our classes.	14	22	18	27	19
53. Students should have a say in what is taught at this school.	24	28	21	15	12
54. A person is foolish to keep going to school if he/she can get a job.	4	5	13	19	60
55. I like the way this school looks.	24	38	28	8	2

Questions About Teaching, Learning & Classroom Work

All schools teach pretty much the same things, but they may think some things are more important than others...

56. Which ONE of these do you think this school believes is the most important thing for students? (Choose only one)

    10 To work well with other people
    55 To learn the basic skills in reading, writing, arithmetic, and other subjects
    20 To become a better person
    15 To get a good job

57. If you had to choose only the ONE most important thing for you to learn in school, which would it be? (Choose only one)

    13 To work well with other people
    38 To learn the basic skills in reading, writing, arithmetic, and other subjects
    24 To become a better person
    25 To get a good job

In general, how do you like the following subjects? If you have never had some of these subjects, how much do you think you would like them?

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
58 English	16	44	14	20	6
59. Mathematics	26	36	13	16	8
60. Social studies (history, geography, government, etc.)	25	33	15	16	11
61. Science	15	37	20	18	10
62. Computer Education	19	32	36	7	7
63. The Arts (art, crafts, music, drama, dance, creative writing, film-making, photography)	43	29	17	6	5
64. Foreign Language	12	31	29	13	15
65. Vocational/Career Education (shop, business education, home economics, etc.)	17	40	33	6	5
66. Physical Education	34	35	14	8	9

67. In general, how often do you do your homework?

    24 All of the time
    51 Most of the time
    19 Sometimes
     5 Seldom
     1 Never

68. How often do your parents or other family members help you with your school work?

5 All of the time
19 Most of the time
39 Only sometimes
28 Seldom
9 Never

Listed below are four ways students can work in a classroom. Choose the letter on the answer sheet that tells how much you like or would like to work in each way, even if you don't do so now.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
69. Alone by myself	16	39	13	18	14
70. With the whole class	20	42	16	15	7
71. With a small group of students, who know as much as I do	41	40	13	5	2
72. With a small group of students, some who know less, some who know as much, and some who know more than I do	26	35	25	10	5

Listed below are some things that might be used in a class. Choose the letter on the answer sheet that tells how much you like or would like to use each thing, even if you don't use it in a classroom.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
73. Textbooks	9	42	24	17	8
74. Other books	10	39	33	13	5
75. Work sheets	16	42	20	15	7
76. Films, filmstrips, or slides	48	35	8	6	3
77. Games or simulations	35	37	16	9	4
78. Newspapers or magazines	19	43	25	9	4
79. Tape recordings or records	24	30	24	15	6
80. Television/video	51	34	10	4	1
81. Calculators	38	38	15	5	5
82. Globes, maps, and charts	24	36	21	11	9

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
83. Animals and plants	37	33	20	6	4
84. Lab equipment and materials	32	37	18	7	6
85. Computers	38	31	21	5	5

Listed below are some things that you might do in a class. Choose the letter on the answer sheet that tells how much you like or would like to do each thing, even if you don't do it in class.

	Like Very Much	Like Somewhat	Undecided	Dislike Somewhat	Dislike Very Much
86. Listen to the teacher	21	49	17	10	3
87. Go on field trips	58	31	7	2	1
88. Do research and write reports, stories, or poems	11	25	18	22	24
89. Listen to student reports	10	31	27	19	12
90. Listen to speakers who come to class	28	42	19	8	3
91. Have class discussions	30	36	17	12	5
92. Build or draw things	29	32	23	10	6
93. Do problems or write answers to questions	11	29	31	19	10
94. Take tests or quizzes	6	22	18	31	23
95. Make films or recordings	23	28	35	8	6
96. Act things out	18	23	25	19	16
97. Read for fun or interest	35	35	18	7	6
98. Read for information	13	39	26	14	8
99. Interview people	15	24	32	17	11
100. Do projects or experiments that are already planned	19	40	22	10	8
101. Do projects or experiments that I plan	22	32	21	15	10

Questions About the Learning Resource Center (LRC)

102. Have you heard of the Learning Resource Center?

31 yes
68 no